A FIRST PRIMARY BOOK IN RELIGION

ELIZABETH COLSON

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A FIRST PRIMARY BOOK IN RELIGION

BY
ELIZABETH COLSON

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1965
EVANGELICAL
SCHOOL OF THEOLOGY

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NEW YORK CINCINNATI

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EVANGELICAL
SCHOOL OF THEOLOGY

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SCHOOL OF THEOLOGY

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INTRODUCTORY

FIDELITY

O Son of man, thou madest known,
Thro' quiet work in shop and home,
The sacredness of common things,
The chance of life that each day brings.

O Workman true, may we fulfill
In daily life thy Father's will;
In duty's call, thy call we hear
To fuller life, through work sincere.

Thou Master Workman, grant us grace
The challenge of our tasks to face;
By loyal scorn of second best,
By effort true, to meet each test.

And thus we pray in deed and word,
Thy kingdom come on earth, O Lord;
In work that gives effect to prayer
Thy purpose for thy world we share.

Milton S. Littlefield

[illegible]

I

THE CHILD OF SIX

The child has come through the first six years of life to knock for admission to your class. He has in these years accomplished marvelous things. He has learned to speak with fluency and ease a difficult language. He has come to know and adjust himself to the world of material objects about him. He has accustomed himself to people and learned how to fit into the requirements of home and neighborhood. He has, at least in some degree, become a thinking being and has established the beginnings of a large number of valuable concepts.

In short, these six years, largely devoid of formal instruction, have probably been worth more to the child in his development than any other six years will ever be. Yet we must remember that this paragon of achievement is still a child, he thinks as a child, speaks as a child, understands as a child.

The physical child.—At the age of six the child's body is still undeveloped, not only in size, but in all its finer adjustments. The brain is unripe, its nerve cells not fully grown, its sensory and motor centers imperfectly co-ordinated. The senses are active but inaccurate. The muscles have not learned to work together in full accord, hence the lack of skill and the bungled bit of handwork, in which you are not disappointed, for you remember the limitations of the child.

The six-year-old soon tires of one position, and to sit still for any length of time is a torture. Equally does this child weary of an occupation long continued. Frequent change is necessary both for the sake of holding his interest and for the physical rest that change brings. The spiritual life that we

seek to stimulate and train is very intimately bound up with the body, and vigor, good nerves and health have a distinct moral and religious value.

The mind of a child.—In his religious development the child is dependent on the same mental powers and processes that are used in other phases of experience. Therefore his religious instruction must conform to his stage of mental development.

At six thought is active, but the deeper reasoning powers are not ready. This is, therefore, not the time for teaching the broader generalizations of religion, it is the age of the concrete and the immediate in experience. Attention is alert but it has no power to concentrate on what is not understood or what fails to interest. Nor can it stand the strain of long concentration on one object, however interesting. How often we command the child to "pay attention," forgetting the great range of external objects and mental pictures and plans that are constantly exerting their appeal to the undisciplined mind.

True, the child must learn to exercise some control over his own attention and must develop skill in holding his mind to the subject in hand. Nevertheless, we shall be wise if in our teaching we seek so to fit the materials of instruction to dominant interests and readiness of response that the natural and inevitable thing will be to attend. We shall be wise if we remember the freedom with which the expanding mind roams at will, as unfettered as the sea, quite without regard to that which is transpiring in the physical presence. And we shall be wise if we seek to conform our materials and methods to this throbbing, pulsating, vividly conscious life which is before us.

We know, for example, that the child is greatly interested in the nature world. Yet this does not mean that he is ready for a course in science, for his interest in nature at this stage is general rather than critical, and his observation deals with the broader aspects of things and not with their closer anal-

ysis. To the six-year-old child birds are just beginning to be robins, sparrows and pigeons. His interest still centers in the fact that they are birds.

Concepts, the child's understanding of meanings, are still in crude form and can only take shape from the contacts of everyday life supplemented by instruction. This means that truth, God, goodness, obedience, honesty, unselfishness are terms whose full significance and content are but imperfectly comprehended. The proper expansion and enrichment of such concepts is one of the chief aims of religious instruction.

This is the age of simple yet vivid emotions. The child feels as keenly, within the range of his capacity to feel, as he ever will. A sorrow is as real and a joy as satisfying as to the older person. Experience has not, however, paved the way for emotional response to tragedy. This child has been hungry, but has not known starvation—even in imagination. He has known pain, but not the sorrow of bereavement. To him, therefore, all hunger and pain are as slight as his own, if indeed he is able to think of hunger and pain at all as separated from his own experience. Hence no one need be so much pitied by him when hungry or ill.

Especially is the child of six susceptible to situations that call forth affection, love, joyfulness, admiration and good will. This is therefore the time for laying deep and strong the foundations of the *positive* emotions and for making them the motive sources for right action and habit. Of the *negative* emotions fear is likely to play the most prominent part. Most children are an easy prey to fear of death, of goblins or evil spirits and of many other things undefined and not understood. Fear should have no part in the child's religion. Fear of death, of devils, of punishment and of the unknown should be prevented and crowded out by wholesome, compelling concepts, interests and emotions of satisfying and motivating sort.

Imitation and suggestibility are strong. The child is played

upon from day to day by a never-ending succession of influences from his environment which tend to build themselves into his standards, his tastes, his conduct, his character. He learns quickly and effectively by example, whether the suggestion be for good or evil. It is therefore important that both social and material environment should be elevating and stimulating. The influence of playmates is supreme and the personality of the teacher a controlling factor in the shaping of conduct.

Because of the great plasticity of the brain, this is the time of most effective habit forming. This holds true, not only for physical habits such as eating and sleeping, but for personal habits, such as good manners and helpfulness. Now is the time to ground the right attitudes and to establish habits of prayer, worship, church attendance, social helpfulness, unselfishness and other fundamental virtues. Such habits will help the child to hold fast that which is good and set him free to live well and joyously. The musician by the years of habit-forming practice in the use of his instrument frees himself from the consciousness of the mechanical process. Then a world of expression is possible, and his music becomes worship. So also with the child learning to master the keyboard of life.

The "composite" child.—We have been describing the "average" child. "The child" is the standard from which all children depart in greater or less degree. No two children are exactly alike, differing as the leaves of the oak tree or the blossoms on a plant differ one from the other. If we photograph a number of children on the same plate, the result is the picture of a composite child showing the features that all children possess in common. Individual photographs of the children will reveal that one is rounder of cheek than the others, another's straight hair will not have been apparent in the composite, and some of the same age will be larger than

the rest. Yet in spite of these individual differences the composite picture does give us a good idea or standard of childhood and helps us discover and note the features of each individual child. In a similar way does the study of the psychology of childhood teach us the nature of children. In such a study we deal with a "composite" and "average" child. With this standard in mind we shall much more easily and successfully approach the problem of understanding the individual children of our class room. Only when we know "the child" are we likely to be able truly to teach individual boys and girls and lead them into a consciousness of their inheritance as children of the Father.

II

THE OBJECTIVE

You stand before your class on the opening day of a new year. What is it all for? What are you to accomplish in these small lives that would not take place without your help? For this is the test by which we must measure ourselves. Education is "the effecting of desired changes in the lives of those we teach." What *are* the desired changes and *how* are they to be brought about?

Means and ends.—The first thing necessary is to get clearly the distinction between means and ends. The lessons which follow have been prepared with much care. They have been used with children and found successful. Yet you are not to *teach the lessons,* but through the lessons *teach the children.* The materials are the *means;* the guiding, stimulating and inspiring of each child is the *end* of your instruction.

It is therefore necessary to consider the spiritual needs of our children. Broadly, the child's first religious need is to *know of God as a loving Father* who cares for his children and is interested in all they do or think or say. Growing out

from this starting point will be the child's understanding of his response of love and obedience to God and his good will and helpfulness to those about him.

To the fulfillment of these needs the lessons must be made to minister. When they have sensibly advanced the child in his knowledge of his relationship to God and to people, when they have inspired in him an attitude of responsiveness and good will, when they have guided him in the daily acts which go to make up the sum total of his conduct, then they have accomplished this purpose. Failing of these ends there has been no true success.

Identifying religion with everyday life.—This is one of the great aims in teaching the child religion. Rightly led the little child can be brought to associate the thought of God with the whole range of his experience, and can thus grow naturally into a God-consciousness which many persons never attain.

All that makes a child know the world to be a pleasant God-given home for children is a part of religion. In speaking of the childhood of Jesus, George Hodges says, "Even on week-days the school met in the church, and much of the teaching was religious. Thus our Lord was taught about the world in which he had come to live and about God, who is in all the world, and over it, and who wishes even the smallest child to tell the truth, to be good and gentle and to obey his parents."

The bringing of religion into week-day instruction will help at this point, for it will make the child understand that religion, God, is not just for Sunday, but for every day and for all that interests or concerns us. The new and better methods, unknown to Gamaliel or the teachers of his day, will play their part to make religion real and vital to the child.

Line upon line.—While there can be no true education without a changing experience, let not the teacher be discouraged because the evidences of this transformation are not plain at the close of each week's lesson. Rome was not

built in a day, nor is character. There is no way to abbreviate the normal processes of growth, which are slow.

Nevertheless, what a child learns of vital religious material at six prepares the way for what he will learn at seven. And at the same time it nurtures the spiritual life and builds itself into the standards and ideals which even now are forming. Training in habits of prayer, in giving both money and self at six, will bear fruit not only at seven but progressively through all the years to come. Habits of reverence, of prompt and regular attendance, of cheerfully and wholeheartedly doing one's full duty in these early years will last in the storm and stress of later experience.

The lessons.—The lessons given in the text are meant to be flexible rather than final. They are intended to stimulate the individuality of the teacher instead of limiting it. There should be no hesitancy, therefore, to omit or to supplement to meet the needs of the class. The sequence of lessons may be changed to make them fit the season or conform to holidays or special occasions. The guiding principle in their use is clear—*Teach the children and not the lessons.*

III

MATERIALS AND METHOD

We are told by Dr. John Dewey that method is but the "psychologizing of subject-matter." This simply means the fitting of the materials we teach to the child—to the child's mental grasp, interests, needs.

Story-telling.—When considering the methods to use in teaching small children we think first of the story. For the right story told at the right time is more effective than a preachment or a command. It is more fruitful than scoldings or rebukes. It is not only a preventive of evil, but a wholesome, stimulating power for good.

As for the stories we tell, they must first have to do with the child's interests, else they are as effective untold as told. When you are satisfied that the story will hold attention, look for its teaching value. The Bible stories re-told for these lessons are full of interest and meaning and the stories from other sources have teaching value also, for each one impresses a truth. There are two things that it is important to remember in telling stories: First, any material however good is useless if it fails to interest; and next, only the stories that develop thought reactions educate.

A properly chosen story well told will meet with the seal of the child's approval. He will want to hear it again, and will wish to re-tell it himself. The story may be dramatized and thus impressed still more deeply on the mind. It can often be quoted from and referred to, and its characters used in illustrations until in the end the lesson carried by the story will have been impressed on an interested mind from many different angles and its meaning made a part of the child's permanent spiritual equipment.

Supplementing the story.—While the story supplies the key of the lesson, the songs, verses and prayers supplement and round out the impression. This part of the material is therefore more than an incident in the lesson. The songs may be used to quiet and to center the thought, or they may give expression to feeling which has been evoked by the story or the conversation. The best time for the prayer is when the attitude of the child has been made ready for that which the prayer expresses. It should often happen, of course, that spontaneous prayers not suggested in the lesson would be spoken in response to a situation developed through the instruction.

Using the memory.—The memory should be called into play in the child's religious instruction, but should not be imposed upon. There is little to be gained and much to be lost

by compelling the memorizing of materials which lack the appeal of both meaning and beauty. The memory work should be happily presented, so that it may not become associated with drudgery. Children learn verses and songs better by whole than in parts and line by line drills are neither necessary nor desirable. Sing the new song through yourself with appreciation and you will not sing alone the second time. To vary the work of teaching songs, recite the words clearly as your pianist plays the music softly.

Make simple explanations about anything in the song that the children may not understand, but be careful not to destroy beauty by too many analyses. If the songs given with the lessons are too few or too many, do not hesitate to omit or supplement. Well-chosen songs may be introduced at any point.

Varied activities.—Variety of exercise with unity of purpose is one requirement of good instruction of children. Games can be used to teach many important lessons. Among these are reverence for law, the advantages of leadership and the beauty of preferring one another in honor. Marching may be to the child more than physical exercise, for marching as a Christian soldier should march is, for the moment, *being* a Christian soldier; and this is highly important. No boy will forget the proud moment when he carried the Christian flag at the head of his class in the march, and none will fail to sense in some degree the necessity of being worthy of this high honor.

Many of the child's lessons in religion should be out of doors. President Hall tells us that the best approach to the early concept of God is through his presence in nature. We desire the child to feel the presence of God all about him, in the flowers, the breezes, the glowing colors of autumn, the swelling buds, the birds and all else that brings beauty and gladness. The God who brings these things to us can be made

very near and real to children as they stand in their presence. A church yard or a roof garden offers many opportunities.

Even classes that meet in dense city surroundings can now and then go to the parks and gardens. When this is not expedient, then as much of nature as possible should be brought to the class room. For the rest, teach that the world is God's garden in which everything the children need will grow if we help to care for the garden properly. And teach that in protecting and caring for all beautiful living things we are working with God to make the world a pleasant home for his children.

Even at the age of six the child is old enough to carry much of his religious teaching directly over into practice. Now is the time to connect feelings of generosity, love and goodwill with helpfulness to others. Small articles can be made at the tables to be given to mother or father or to be taken or sent to a friend or some one in need. Boxes can be packed (and delivered) for Thanksgiving and Christmas. Flowers can be collected for Easter, and other similar services rendered.

The giving of money is a difficult matter to make really educational at this age, especially for children who have not yet learned the use or value of money. Occasional offerings are provided for in the lessons, the thought being to use a part of the money as needed from time to time for small gifts or refreshments. A regular offering is not desirable. The best training comes when children can see each step in the process from some definite need to its fulfillment through the gifts. When the money is designed to help some one near by the gift should be taken by the children if possible. If it is to be sent away, a full description of the service rendered by it should be given the children. In this way they are able to follow the entire process from cause (need) to effect (meeting the need), and giving is thus placed on a rational and satisfying basis.

IV

THE PROGRAM OF LESSONS

TIME is an important element in all church-school teaching—time to be thorough, time to complete the lesson, time to study the picture or finish the project, time to re-tell the stories that children beg to hear again. The lesson programs of the text are purposely very simple and are left free from unimportant exercises that there may be time for quiet work and completed projects. Take time to do things right, especially take time to answer questions fully and satisfactorily, and the answer to many questions will be—God. "Be still and know that I am God."

The plan.—The program provided for in this text contemplates two lessons a week for eight months, or the usual public school year minus the opening and the closing week of each semester. Where the church-school plan covers only one lesson a week there will be a wide choice of material. For those who desire a fuller program than the one provided, the handwork may be made less simple, taking more time in its completion; additional stories may be told; the amount of memory work increased, and other phases of the lessons expanded.

The expressional work is important, for it not only makes loving service possible but it provides for physical activity. Since religion is our subject, highly finished productions in the matter of drawing and modeling are not only impossible but undesirable. The mechanical is to be used only as an aid to the spiritual, since you are not teaching control of material. The little child eagerly trying to make a gift for his mother will accomplish enough if as he works he learns something of the joy of giving and forms the habit of thinking of others. The muscular control which results is not our main purpose.

Correlations.—Where these lessons seem to overlap public

school instruction consider it an opportunity to interpret secular instruction religiously. One cannot teach a child to see the loving kindness of the heavenly Father without showing that it is from Him that the joys and comforts of life come. The food and clothing lessons are well taught at school; it remains for you to give them a religious setting and a greater meaning. A child's love of repetition will make the repeated thoughts welcome as often as they are presented.

V

ROOM, MATERIALS AND EQUIPMENT

The custom followed in some churches of giving the younger children the less desirable rooms, often in the dim and not too clean basement, is of course, wholly indefensible. The primary child is receiving his first impression of the church as God's house, and the impression should be an agreeable one. The æsthetic element may well be as important in religious training as the subject-matter of instruction.

Conditions favoring good work.—To guard the health of your class make sure of the absolute cleanliness of the room and all its furnishings. See that the ventilation is perfect and sunlight freely admitted. Carefully exclude all children whose physical condition threatens their mates, for children of six are highly susceptible to most contagious diseases. If for any reason the room is not well lighted avoid the forms of handwork that require close visual adjustment.

Kindergarten tables and chairs will be needed, and the class should sit in a circle during a part of the program. Let each child carry his chair to the table for the handwork, which will leave the space occupied by the circle free for games and marching. If your room is small, the children can sit at the table or in a group on the floor for the story. You should have a cupboard or at least a curtained shelf for your material. Ways

of keeping your picture collections and the children's unfinished work in order through the use of office files and envelopes will suggest themselves to you. Let the children help in keeping the equipment in order, and on rainy days, when the group is small, house-cleaning will provide a good activity, teaching the art of working together and the lesson of neatness and order.

A Bible is a very important part of the equipment, and the Bible stories should be told as you hold the open book in your hand. Your care of the Bible and your attitude toward it will teach a great lesson.

Teaching equipment.—The picture set will provide illustrations that should be regarded as a permanent part of your equipment. Use the pictures again and again and allow time for a satisfactory study of each one as it appears. Little children cannot see all there is in a picture at a glance, and for that matter, neither can you. Do not leave the pictures on your board or screen. Put them away to be brought out when the stories are reviewed or upon request. As for the less permanent pictures, *i. e.*, the smaller ones that will be used in handwork, you will need to watch the magazines and newspaper supplements carefully and clip freely. If you can, subscribe for the magazines that directly supply your needs. You will find them listed in the bibliography that follows. Your friends will give you periodicals for which you do not subscribe and splendid material is often destroyed to make room for current numbers on many a library table. In clipping select only such pictures as have educative value and those that make right appeals to the children's senses.

Send to one of the kindergarten supply houses for an illustrated catalogue and order what a careful reading of the lessons shows that you are going to need. Bogus paper, crayons, clay, paste, chalk in primary colors and also in white, scissors, and a roll of several yards of good manila paper are among the

materials that you will use often. A blackboard is useful and important. There should be a wall space for posters where pin holes will not do harm. If your class is one of the activities of a church, co-operate with the other workers in the use of material. Enlist the interest and help of the older children, Scouts and Campfire Girls as suggested in the lessons and as you may see special needs in visiting absent children, and in calling for those who cannot come to the class alone.

Additional supplies.—Avail yourself of the assistance offered by the government, and send for specimens and leaflets. There are interesting, beautifully illustrated leaflets on all subjects of concern to mothers and teachers, and they will be sent free on application in any quantity. You need not confine your interest to the children in your circle, but send for bulletins concerning poultry and corn clubs, if these things are the interests in your locality. There is help and encouragement to be had concerning any and all interests and activities and it will give the children an opportunity for service to carry the bulletins from you to the people in the home who will be glad to read them.

Do not hesitate to borrow what you want for your class. You may not be able to buy natural histories, illustrated in color, but your minister or some member of the community may own them and be willing to lend them. Some one must have a canary or a bowl of gold fish for you to study, and many a stereopticon remains unused for months at a time. If you can find her, there is very likely a lonely woman who would delight in an invitation to be the guest of honor at one of your little special occasions and who would see the need for a duly appointed cooky-maker to the class.

I. THE CHILDREN'S DAYS

I. The Wonderful Daytime.
II. The Daylight.
III. God's Care by Night.
IV. God's Care by Day.
V. God's Gift of Food.
VI. Review Lesson.
VII. Autumn Days.
VIII. Working Together.
IX. Playing Together.
X. Review.

The earth is the Lord's, and the fullness thereof; the world, and they that dwell therein. For he hath founded it upon the seas, and established it upon the floods.—Psalm 24. 1, 2.

EVANGELICAL
SCHOOL OF THEOLOGY

LESSON I

THE WONDERFUL DAYTIME

THE time has come, and before you stand the children who are to receive from you "a life gift." That is what Froebel calls the religious education, that helps the human spirit to unfold. Your plans are splendid, for you are to teach the holiness of everyday life, and the grandeur of the everlasting. You long to lift these children above all petty confusion, to the place from which they can see clearly the wonders that God has performed. This and more you long for, but here are the children! Everything depends upon a right beginning. They will want to come often if you have an interesting time to-day. They will let you truly teach them if you show yourself to be an understanding friend. If this is the first time they have been in this room, if they have never seen you before, or known each other, you will need to relate this new experience to the old. Tell familiar stories, sing well-known songs, and play games that all children enjoy.

The aim of the lessons in this group is to show that God is sending every day the things we most need, and without which we could enjoy nothing.

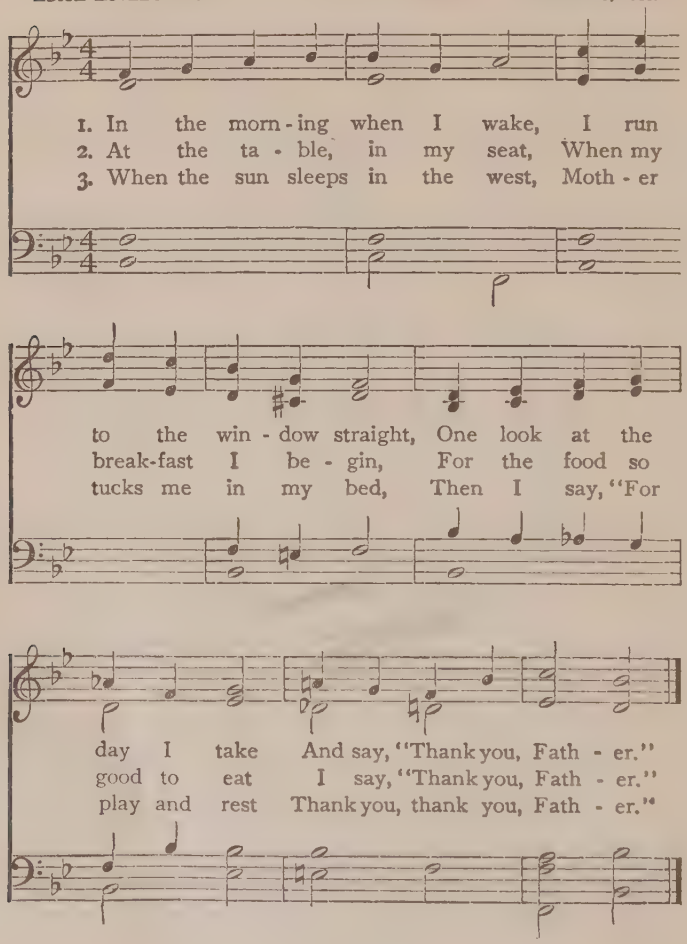
The simple handwork consists of a series of pictures drawn and finally tied together, making a picture book. The books may be called finished at the time of the review, or drawings can be added from time to time, and the book called a Christmas gift for some one in the home.

Teach at least one of the songs and poems given, as memory work, and read or repeat the others as often as they are requested.

Thank You, Father.

[LITANY.]

EDITH LOVELL THOMAS. FREDERICK A. J. HERVEY, 1846.


1. In the morn - ing when I wake, I run
2. At the ta - ble, in my seat, When my
3. When the sun sleeps in the west, Moth - er
to the win - dow straight, One look at the
break-fast I be - gin, For the food so
tucks me in my bed, Then I say, "For
day I take And say, "Thank you, Fath - er."
good to eat I say, "Thank you, Fath - er."
play and rest Thank you, thank you, Fath - er."

Song: *Good Morning, Merry Sunshine.*

"Good morning, merry sunshine,
How did you wake so soon?
You've scared away the little stars
And hid the pretty moon!

"I saw you go to sleep last night
Before I'd ceased my playing;
How did you get way over there
And where have you been staying?

"I never go to sleep, dear child,
I'm shining all the night,
And as your world goes turning round,
It hides me from your sight.

"But when it turns you back again,
You'll find me waiting here
To shine a bright good morning down,
On all these children dear."

Story: *Something Happy Every Morning.*

There is a boy named Robert who has a great many beautiful presents given to him. Every morning when he wakes he runs to the window to see what his newest present is like, for God sends Robert a new day every morning. Sometimes Robert's days are bright, and sometimes there are clouds and the rain drums on the window. But Robert loves all of his days, for there are so many different things to do, things to do in the sunshine, and things to do indoors out of the rain. When Robert looks out of his window he sees a part of God's world. He can see down the road, and across the road; he can see the house where his friend George lives. He can see trees and grass, and his church. Robert cannot see his school because the trees hide it, but he knows that it is there. He knows

that there are oceans and islands and wonderful animals and birds, in God's world, even though he cannot see it all.

The breeze blows and moves the curtain, and Robert knows that the breeze is there, but, of course, he cannot see it. When he sees the lovely things that God made he knows that God is there although he cannot see God. Sometimes Robert's mother comes and stands beside him, and they look out of the window at the world together. One morning when the clouds were all topped with silver and gold, Robert said, "Just think! God made everything we see!"

And his mother said, "He made the light too, so that we *can* see what he made, and be warm and happy."

"Tell me about it," said Robert, and his mother said:

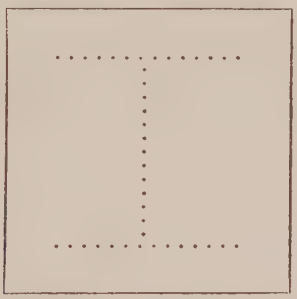
"A very long while ago God made the world. It did not look at first as it does now, for there was nothing living on it—no men nor animals nor birds; and there was nothing growing on it—no trees nor bushes nor flowers; but it was all dark and lonely everywhere.

"Then God made the light. He said, 'Let there be light,' and the light came. And God saw the light and was pleased with it, and he gave the light a name—he called it Day. And when the day was gone, and the darkness came again to stay for a while, he called that darkness Night. And God made the sky up above the world where the clouds should be; and he gave the sky a name—he called it Heaven. And God said that the waters should go into one place by themselves; and when they had gone into one place and were very deep and wide there, God gave the waters a name—he called them Seas; and the dry land he called Earth. And God made the grass to grow up out of the earth, and bushes and trees that have fruit on them. And the grass, and the bushes, and the trees were to bear seeds so that when those seeds were planted in the ground some more grass or another bush or tree would grow there.

"And God made two great lights—the sun to shine in the day, and the moon to shine in the night; he made the stars also. And he set the sun and the moon and the stars up in the sky where we can see them now." (From The Story of the Bible, by Charles Foster.)

Activity: *Making Windows.*

After a short march have the children go to the table to draw. Each child should receive a sheet of bogus paper on which has been drawn a square 6 by 6 inches (see diagram).



Ask the children to color the square with green crayons. Cut on the dotted lines and fold back from the center. Color the other side of the blinds.

NOTE:—When the windows are finished, ask the children to look through them and tell what they see.

A Game:

Several children sit in a little group pretending to be asleep. The rest creep toward them and form a circle about them representing the sun. The sun wakes the sleeping children, who rise and sing the first verse of "Good Morning, Merry Sunshine." The sun then sings the second verse. The teacher repeats:

The window clear lets in the light;
The room is filled with sunshine bright;
It makes us glad, in the light to play,
Let us play games—let us be gay!

Let the children choose and play one or two ring games.

Prayer:

"Dear Heavenly Father, we love the light that you send through the windows for us. We thank you. Amen."

Hymn: *Morning Hymn.* (From Songs and Games for Little Ones, by arrangement with Oliver Ditson Company.)

To be sung standing, as a benediction.

"Father, we thank Thee for the night,
And for the pleasant morning light,
For rest and food and loving care,
And all that makes the day so fair.

"Help us to do the things we should,
To be to others kind and good,
In all we do, in work or play,
To grow more loving every day."

Materials Needed for Lesson I: Sheets of bogus paper, green crayons, scissors.

Materials Needed for Lesson II: A glass prism or a spectrum chart, bogus paper, crayons.

Additional Material: "Summer Sun," by Robert Louis Stevenson. "Golden Windows," by Laura Richards.

A group of songs of "the great round world" in A First Book in Hymns and Worship, by Edith Lovell Thomas.

LESSON II

THE DAYLIGHT

The children may go from one to the other shaking hands as they sing:

"How do you do? Welcome to you!
Welcome, dear children, to you."
No. 93, Songs for Little People.

Song: *Good Morning, Merry Sunshine.*

(See A First Book in Hymns and Worship, by Edith Lovell Thomas, for good hymns suitable to these lessons and to children of this age. The songs grouped under "The Child Out of Doors" will provide songs for this lesson.)

A Talk: While looking at the spectrum. If the separation of light through glass or water is impossible, the colors can be shown in paper and by using crayons.)

Do you know that all of these lovely colors are in every sunbeam? When the light shines through the glass the light is divided into all of its colors. They are all mixed together in the light that comes in at the window. Can you say the names of the colors? They are red, orange, yellow, green, blue and violet. They are the rainbow colors. We see the rainbow in the sky when the sun begins to shine before the shower is quite over. The sun shines through the last little drops as they fall. The rainbow is a big picture of the little drops, and the light that has been divided into colors as it goes through them. Here is a story about a rainbow:

Story:

When the world was quite new there lived a man named Noah. Noah obeyed God and was good. A great many

of the people who lived on the earth when Noah did, did not even try to be good and God wanted a good world. Noah often talked to God, and one day God told Noah that he was going to send a flood to punish the wicked people. God told Noah to build a great ship, called an ark. It was to be very large, with rooms and a window and a door. God told Noah to go into the ark when it was finished, and to take his children, and the birds and animals in, too. God wanted the birds and animals to be happy in the woods and fields when the flood was over.

It took a long time to build the ark even though Noah's sons helped him. It seemed strange to be building a great boat in a green field away from the sea. Noah and his sons carried the boards and fitted them together. They hammered in the wooden pegs and filled the cracks with pitch to keep the water out. One day, when the ark was finished, God told Noah to go into it, with his family and the birds and animals, and the rain began. It rained and rained until the world looked like a great ocean. The ark floated on the water like a great boat and Noah could not see the top of even the tallest tree because the water was so deep. It rained all day for forty long days, and all night, too. How glad Noah must have been when the rain stopped and the sun shone in at his window! But there was so much rain to dry up and run away, that it was a long time before Noah and his family could go out of doors. One day they looked out and saw the tops of mountains and the ark rested on one of them. Then Noah opened the window and one of his little doves flew out. Away she flew into the warm sunshine!

There was not a dry place big enough for her little pink feet to rest on, and when her gray wings were tired she flew back to the ark. Noah opened the window and she flew in. The little dove had brought a green leaf in her bill and when Noah saw it he knew that the tops of some of the tallest trees must

be out of the water. In a few days Noah let his dove fly out again. This time she did not come back, so Noah knew that she had found the world to be a pleasant place. He knew that the ground must be dry enough for people and animals, so they all went out into the fresh clean air.

While Noah and his family were thanking God for caring for them all through the flood in such a wonderful way, a beautiful rainbow came in the sky. It was the brightest rainbow ever seen. As they looked at it and wondered, God said:

"Summer and winter—day and night shall not cease, and the waters shall no more become a flood while the earth remaineth. I do set my bow in the sky for a promise."

We remember God's promise when we see a rainbow. Even when we draw rainbows with crayons, or see the colors on the wall, we remember and are glad. The world is very beautiful with the great sun to light it so that we can see how beautiful it is. There is enough rain to help us to be clean and well, and to make the green things grow.

Activity:

Draw rainbows on sheets of bogus paper with colored crayons. As you draw learn—"The waters shall no more become a flood."

Songs:

"The Rainbow," No. 131, Songs for Little People. "Snow, Snow, Everywhere," No. 138, Songs for Little People (Sing, using "Rain, rain," in place of "Snow, snow," and then, "Sunshine" in place of "Snow, snow," as you sing it a second time).

Prayer:

"Dear Lord, we thank thee for thy care,
The food we eat, the clothes we wear;
Be present with us everywhere. Amen."

The children may fly about like doves, returning to you to tell that the tops of trees are out of the water or that there is not a dry place for a little bird to rest. The music of one of the bird songs in any of the books may be played, and finally the children may fly to you to say that the world is dry enough and that they are going to fly home.

LESSON III

GOD'S CARE BY NIGHT

THE songs of sunshine and of morning will be in contrast to the thought of night. Lead the children to think of the night as a time of comfort and safety, as you take up the songs and verses given here. The greeting should be informal and very courteous. A few chords can be played while the children take their places.

Hymn: *Night and Day.* (Songs for Little People, No. 40.)

"When I run about all day,
When I kneel at night to pray,
God sees.

"When I'm dreaming in the dark,
When I lie awake and hark,
God sees.

"Need I ever know a fear?
Night and day my Father's near!
Good sees."

(Mary Mapes Dodge.)

Story: *Jacob's Ladder.*

There is a story in the Bible about a man named Jacob. I will find the place in my Bible and hold it open while I tell you the story.

Jacob lived in a tent, and all about Jacob's tent there were other tents in which the shepherds lived. The shepherds helped Jacob and his father to care for their sheep. Jacob could see the sheep and goats in the green fields beyond the shepherds' tents, but he could not see any other homes or people.

Jacob wondered about other countries and longed to go on a journey.

He was glad and excited one morning when he started on a long journey, for the time had come for him to visit his uncle in another country. Jacob started very early, and he carried his cloak and a bundle of food. He was glad to go, even though he knew that he would have to walk all the way.

Away he went through the white dust and the hot sand, past rocks and bushes in the bright sunshine. When the sun was right over Jacob's head, and it was noon, Jacob found a shady place against a big rock and he rested there and ate some of the food that he had brought. When he was rested he walked on. All day he walked, and when the sun went down he was still far from that other country where his uncle lived. It grew dark, and Jacob was lonely. He missed his brother and his mother and his father. He missed the shepherds and the shepherds' children.

Jacob had come to a place where there were rocks and sand, and it was very still. He said to himself as he watched the stars come out, "I am alone!" He was afraid. Jacob threw his cloak over a stone for a pillow and lay down on the ground. After a while he went to sleep.

In the night, Jacob dreamed that he saw a ladder made of light. The light was like the light of sunsets and rainbows, and the top of the ladder reached to the sky. And Jacob saw angels, and the angels and the light were very beautiful. Then Jacob heard a voice and he knew that God was speaking to him. He heard God say: "Jacob, you are never alone. I am with you wherever you go."

In the morning Jacob awoke. The sun was shining and the sky was bright and blue. The sun shone on the rocks and made them look like gold. Jacob stood up and looked about. He remembered his dream and what God had said. He said, "Surely the Lord is in this place, and I knew it not."

Jacob picked up his cloak and walked on to his uncle's country. He never forgot that God was with him and so he never again felt alone or afraid.

Activity:

Make a picture of the night sky by coloring a section of a sheet of paper dark blue. Mount silver stars and a white or silver moon on the blue.

Rest Period:

While the children take make-believe naps, in any position most restful for them, read aloud the following poem:

"The Star

"When mother shuts the nursery door
And takes away the light,
She gently kisses me once more
And says again, 'Good night!'
And lifts the curtains till I see
The lamp God lighted up for me.

"My little star lamp is but one
Of millions in the sky,
Because each child when day is done
Needs one as much as I.
So all the boys and girls there are
Can each one have his lighted star."

(Anna Burnham Bryant. Used by permission of the Pilgrim Press.)

Hymn: *Child's Evening Prayer.* (Songs for Little People, No. 38.)

"Jesus, tender Shepherd, hear me;
Bless thy little lamb to-night.
Through the darkness be thou near me;
Keep me safe till morning light.

"All this day thy hand has led me,
And I thank thee for thy care;
Thou hast clothed me, warmed and fed me;
Listen to my evening prayer."

Prayer and Benediction:

"Lord Jesus Christ, come close and stay
Within my heart until the day,
While I lie quiet, safe and sound
Until the golden sun comes round. Amen."

Additional Material: "The Legend of the Great Dipper," in Kindergarten Stories and Morning Talks, by Sara Wiltse. "The Stars," in Golden Windows, by Laura Richards.

Material Needed for Lesson IV: Bogus paper and crayons. Pictures of sheep.

LESSON IV

GOD'S CARE BY DAY

The children may perhaps know the twenty-third psalm, or they may be learning it in Sunday school. The things that are not easily understood are very simply explained in the story. Repeat the psalm after you have told the story, and review it for several weeks.

When they sing "Jesus, Tender Shepherd," remind the children that it is a prayer. Tell them that we often sing our prayers, and that when we talk to God, or sing to God, we pray.

The clever Japanese artist who drew the pictures that illustrate the Sunday school lessons for the children of Japan, drew a ball of yarn to accompany the lesson of the sheep and the shepherd. He wisely took it for granted that the sheep was unknown to Japanese children, since there is not a sheep in all Japan. Beginning with his ball of yarn he led them from the "known to the unknown," and finally to an appreciation of the twenty-third psalm. Be sure that the children you are teaching know something of sheep and lambs before the story is told. The psalm is full of the interests of little children, and can be understood and enjoyed if properly presented.

The suggested activity, free illustration, makes another page for the children's books.

Ask a child to retell the story of Jacob's Ladder.

Story: *The Story of the Twenty-third Psalm.* (The following story has been analyzed in order that those who wish

to tell it in this form may find some of the difficulties of preparing a story lessened.)

Introduction: Once there was a good Shepherd. He loved his sheep, and they loved him and ran to him when he called.

The Day: The sheep and lambs spent the long sunny days in a green pasture. A stream of water ran through the pasture, but even though the lambs were very thirsty, they would not drink from it. They were afraid of the noise that the water made as it ran over the stones. The Shepherd did not want his lambs to be thirsty or frightened, so he brought his big wooden cup for them to drink from. The cup had two handles, and the Shepherd filled it until it ran over with water from the stream. Then he held it so low that even the smallest lamb could drink. Even the smallest, most frightened lamb did drink, for the water in the cup was still.

All day the sheep nibbled the grass, and the lambs played in the sunshine. Sometimes they wandered away from the pasture, and out among the rocks that were beyond. Some of the rocks were big, and in the caves under them lived lions and bears. They were the enemies of the sheep. The Shepherd knew that if the sheep wandered too far from him, the lions and bears would carry them away. The lambs were afraid of their enemies, but when they saw that their Shepherd carried his rod and staff, they were comforted. The Shepherd's rod was a strong stick, and when he saw a lion or a bear creeping out of the shadows of the rock, he ran and struck at it with his rod. The staff was a long cane, with a rounded end, called a crook. It was large enough to go around the body of a lamb.

When the lambs saw the staff, they knew that, if they forgot or disobeyed and went among the rocks, the Shepherd would come and find them. They knew that if they fell down between the rocks, the Shepherd would lean down and put his crook around them and lift them gently up.

They knew that if they were hurt or frightened he would carry them home.

The Night: When the sun went down, and day was over, the Shepherd opened the door of the fold where the sheep spent the night. They tried to crowd in, all at the same time, for they were tired and wanted to lie down in the warm straw and go to sleep. But the Shepherd held his staff across the door, so that only one lamb could go in, and then another, and another. He wanted to count them. He looked at each one, and if the hot sun made a little lamb tired and faint, the Shepherd poured cool oil on his head.

When all the lambs were in, the Shepherd closed the door of the fold. The sky grew dark and the stars shown. The world was still, and the Shepherd watched.

The New Pasture: One day the Shepherd saw that the grass in the pasture had turned dry and brown. No rain came to make more grass grow, and the Shepherd said, "I will go and find a new pasture for my sheep." He went alone to find the new pasture, and as he went he came to a deep valley. The mountains were so high and the valley so deep that the sun could not shine there. It was dark with shadows. Soon the Shepherd saw a light before him. He knew that where the light was the valley ended. Soon he came out into the light, and found the sun shining upon a beautiful pasture. The grass was soft and green, and there was a fine spring of cool water, clear and very still. The Shepherd made a fold in the new pasture for his lambs, and when it was ready he went back to the old pasture. He called the lambs and they ran to him when they heard his voice. He led them gently away from the old pasture, down the road, to the deep valley. When they came to the deep valley and saw the shadows, the lambs were afraid. They crowded close to the Shepherd and cried. But when they heard his voice, and saw that he carried his rod and

staff, they were comforted and went on with him until they came out of the valley into the new pasture where it was light.

Conclusion: And they lived there with their Shepherd forever.

Hymn: *He Cares for Me.* (Songs for Little People, No. 12.)

Activity:

Free illustration of the story, making another page for the children's book.

Poems:

1. The Twenty-third Psalm. Read or repeated.
2. "In the Pleasant, Sunny Meadows."

"In the Pleasant, Sunny Meadows

"In the pleasant, sunny meadows,
Where the buttercups are seen
And the daisies little shadows lie
Among the level green,

"Flocks of quiet sheep are feeding;
Little lambs are playing near,
And the watchful shepherd leading,
Keeps them safe from harm and fear."

Prayer: *Child's Evening Hymn* (sung with bowed heads).

"Jesus, tender Shepherd, hear me,
Bless thy little lamb to-night;
Through the darkness be thou near me,
Keep me safe till morning light.

"All this day thy hand has led me,
And I thank thee for thy care.
Thou hast clothed me, warmed me, fed me,
Listen to my evening prayer."

Benediction:

"Loving Shepherd of thy sheep,
Keep thy lambs, in safety keep;
Loving Shepherd ever near,
Teach thy lambs thy voice to hear."

Material Needed for Lesson V: Squares of manila paper, 6 by 6 inches, pencils, and scissors. Worsted or ribbon, crackers, sugar, or popcorn.

LESSON V

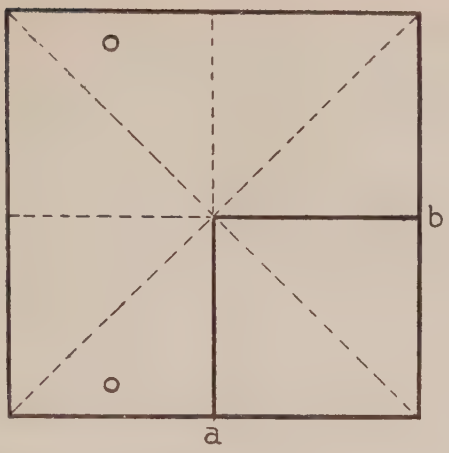
GOD'S GIFT OF FOOD

The children will remember that in his care of the lambs the Shepherd did not forget to feed them. Recall the green pastures and the table prepared in the presence of enemies. The Lord is our Shepherd and he feeds us too. We can often share with others, for he gives us more than we need. We are going to have something to eat and we can take some of it to our friends. Suggest as possible sharers in the feast some one at home, the absent children if their homes are near, the sexton, janitor, or anyone at work about the building.

Have the children make cornucopias in which to carry the food. A cornucopia is quite easily made with a square of paper. The prettiest and safest is made the following way:

Fold a 6 by 6 inch paper through the center both ways, and from corner to corner. The diagram will show you the folds in dotted lines. Cut to the shape shown in the diagram and make two small holes where the large dots are. Bring the corners a and b together, and let them pass each other until the holes come together. Tie a bit of worsted or silk through the holes. If there is time, the children may draw a border design to decorate the edge while the paper is flat. Before the children arrive it would be well to make a cornucopia to use as a model (see diagram).

The feast may be two small crackers, two lumps of sugar, two cookies, a few kernels of popcorn, or any wee bit of refreshment you may offer. When the cornucopias are ready place them on the table, and put before each child his portion of the treat on a square of new paper. Ask the blessing, using



the lines of the benediction, when every head is bowed. Have part of the food put in the cornucopias and the rest eaten.

Story: *Christ Feeding Many People.*

Early one morning, a boy ran out of his house to play in the road. It was quite dark in his house for there were no windows, and the boy loved the sunshine.

As he played, a crowd of people came hurrying down the road. When they came near, the boy saw that one of them was carrying a little lame child. One of them led a little blind child by the hand. As they went by, the boy called, "Where are you going?"

One of the people turned and said, "We are going to find Jesus! We have heard that he is in the fields near the lake."

The one who carried the little lame child said, "He will make this child walk!"

And the one who led the little blind child said, "He will make this child see!"

"I will go too," said the boy, and he ran into the little house that was his home. In just a minute he was out again, and

running down the road. His mother had said that he might go, and she had given him his lunch in a basket. The boy ran across the fields, and when he saw a great crowd of people far off he knew that Jesus was there. He hurried, and pushed his way among the people until he was so near that he could see Jesus and hear all that he said.

The boy stood there and saw Jesus make the blind child see! He saw Jesus make the lame child walk! He heard Jesus tell beautiful stories. He stood there and saw and heard it all.

The sun came up and up, until it stood over the people's heads. Then it went down and down, and it was time for the people to go home. But they did not go; they just listened and listened to Jesus as he talked to them.

Jesus's friends were with him, and the one whose name was Philip said: "Send the people home, Master. The day is nearly over and there is nothing for them to eat."

Jesus looked and saw that the people were tired and hungry. They had been standing there all day. He said, "Can you buy bread for the people?"

But Philip shook his head and said, "We have not enough money to buy bread for so many people."

Andrew, another of Jesus's friends, said, "Master, there is a boy here with five barley loaves and two small fishes." Andrew had looked into the basket that the boy's mother had given him.

When Jesus heard what Andrew said he asked the people to sit on the grass and rest. The boy came and stood looking up at Jesus's face and holding his basket for Jesus to take. Perhaps the boy hoped that Jesus would eat his lunch, but Jesus lifted up the basket and asked God to help him feed these hungry people. Andrew and Philip took the bread and the fish, and went among the people as they sat on the grass and gave them all that they wanted, and there was enough for

all! Then Jesus said to Andrew and Philip, "Gather up what is left; let nothing be lost." Philip and Andrew took their fishing baskets and gathered up what the people had left, and their baskets were full! The boy was right there and saw the wonderful thing that Jesus had done.

The people went home, down the road in the starlight, and as they went they thought of all the things they had seen and heard that day. They loved Jesus more than ever before.

The boy ran home and told his mother about the wonderful thing that had happened to him. Their eyes were bright and their voices were glad as they talked, for nothing so splendid had ever happened to a boy before.

Activity:

Making cornucopias. Refreshments.

Prayer: *A Blessing.*

"Dear Lord, we thank thee for thy care,
The food we eat, the clothes we wear;
Be present with us everywhere. Amen."

Songs:

1. "Happy Thought," No. 135, Songs for Little People.

The world is so full of a number of things
I'm sure we should all be as happy as kings.
Robert Louis Stevenson.

2. "A Little Song of Thanks." (Songs for Little People, No. 143.)

"Dear heavenly Father, hear us sing,
Our song of thanks for everything;
Thank you, thank you, thank you, heavenly Father."

Benediction: *A Blessing.*

"Dear Lord, we thank thee for thy care,
The food we eat, the clothes we wear;
Be present with us everywhere. Amen."

Additional Stories: "The Field"; "The Prince Who Wasn't

Hungry." (In Tell Me Another Story, by Carolyn Sherwin Bailey.)

Materials for Lesson VI: A number of pictures clipped from illustrated periodicals (see Lesson VI). Sheets of colored paper, paper fasteners.

LESSON VI

REVIEW LESSON

RETELL or ask the children to retell at least two of the lesson stories and possibly one from among those listed as additional material. The children may choose the stories to be retold, and it will add to the interest if a child is asked to draw something on the blackboard that will help you all to guess which story he wishes to hear again. Another child may act a small part from one of the stories to show which she would like to have you tell. If this way of choosing is successful, choose the songs in the same way, and sing as many of them as the time permits.

The children will like to make covers for their drawings. Explain that they will draw more pictures and that new pages can quite easily be added to the book. Ask to have the books left in your care, to be finished and taken home at Christmas.

Two sheets of colored paper, one inch larger each way than the sheets of bogus paper on which the children draw, and two paper fasteners will be needed for each child.

You will find ways of using any good pictures of children, flowers, animals, etc., that you can collect. Bring them out at this time and have ready large envelopes in which to keep them. Call it your picture collection, and classify the pictures, pasting a picture of an animal on the envelope that is to hold the animal pictures, and pictures that tell something of the contents on each of the envelopes. Explain how pictures are to be found—in advertisements, magazines and newspapers—and ask the children to bring pictures for the collection.

Before winter comes bring into your classroom a deserted

nest, shells from the shore, cocoons, flower seeds of various kinds, and several bulbs. You will need them later. If these objects are not easily found in your locality, write to a friend in another climate for them and send in return what your locality affords.

A Review Program

Exchange of Greetings.

Stories Retold.

Songs: *Good Morning, Merry Sunshine,* with the little dramatization as in Lesson I.

Activity: *Making books.*

Prayer: *The Lord's Prayer.*

In Closing: *Jesus, Tender Shepherd,* sung as a prayer.

Materials for Lesson VII: Pictures clipped from many papers and magazines. Scissors, large envelopes, paste.

LESSON VII

AUTUMN DAYS

You will need, all through the year, a great many pictures that illustrate the children's interests, and to-day you can start your collection, by bringing a number of them with you, and arranging them for use as suggested in the proposed activity. They are to be found in great profusion, in illustrated periodicals, and among the advertisements.

Song: *Where Do All the Daisies Go?* (Song for Little People, No. 103.)

"Where do all the daisies go? I know, I know!
Underneath the snow they creep,
Nod their little heads and sleep;
In the springtime, out they peep—
That is where they go.

"Where do all the birdies go? I know, I know!
Far away from winter snow,
To the fair, warm South they go;
There they stay till daisies blow—
That is where they go."

Before the story ask: How can a child know when he is doing that which is right? How can a child know when he is doing that which he should not do?

(Help the children to come to the conclusion that they *feel* that things are right or wrong, and that God makes them feel; that God speaks to them in that way. God makes us *feel* the things he wishes us to know. There are things that God wants the birds and the animals to know, and he makes *them* feel too.)

Story: *Talking to Our Heavenly Father.*

Once upon a time, high up in a tree in Mary's back yard, there lived a father bird and a mother bird. It was springtime when they came. All the trees were covered with fresh, beautiful, green leaves. Everywhere people were busy making gardens, and the air was full of fresh, sweet growing things. All along the streets the mothers were sitting out on their front steps with their tiny babies, enjoying the warm sunshine and the streets were filled with little children laughing and playing. Some of the fathers were coming down the streets swinging their empty dinner pails. It was light now when the fathers came from work. Mary's father was just coming in the gate, and Mary was skipping along beside him when she saw the father bird sitting on the back fence. He seemed to be looking for something. "Tweet! tweet!" he called.

Among the leaves of a tree, at the end of the yard another voice answered, "Tweet!" "Tweet! Tweet!" called the bird on the fence again. "Tweet!" came back the answer, and when Mary looked again two birds sat together on the fence talking—a father bird and a mother bird.

Later they built their nest in a tree in one corner of Mary's yard, and now the mother bird did not fly away. All day she sat quietly upon the nest. In her nest she had laid four little blue eggs.

One day the baby birds came. Mary could not see way up into the nest, but she saw the father bird flying back and forth with worms in his mouth, and when he reached the nest she could hear all the baby birds crying together for their breakfast. Little by little the baby birds grew, and one day the father and mother bird taught them to fly. They were too big for the nest.

The warm days were almost over. Already the leaves were beginning to fall from the trees and the children put on their hats and coats when they went to school.

One cool day the mother bird flew away to the top of the tallest tree and looking far off to the south, sang a new song. The young birds had never heard this song before. She sang about another home far from the tree in Mary's yard, where they must soon be going.

"O, mother bird!" cried the children, "why do you want to fly away and leave our home here? It is pleasant in Mary's yard. The sun shines warm and we find plenty on the ground to eat."

"Children," said the mother bird, "a voice tells me we must spread our wings and fly away to the South. I do not know why. Perhaps the sun will not always shine so brightly here, and perhaps by and by we may not be able to find worms on the ground. See, the leaves are beginning to fall, and the children put on their coats now when they go out to play."

So, the next morning, the bird family said good-by to their old home in the tree in Mary's yard, and, rising in the air, flew away toward the South. Mary saw them go and watched them until finally they were only tiny black specks in the blue sky.

Just where they were going they did not know, but the heavenly Father, who cares for little children, cares too, for father and mother and baby birds, and he led them safely all the way. That night the wind blew loudly through the trees. It tore the leaves from the branches and threw them down on the ground and with them came the nest. In the morning the houses, the trees, the sidewalks and the ground were covered with snow, and the little nest was nowhere to be seen. But the bird family was safely on its way. Next day, while far in the North, Mary, and the other children, played in the snow, the bird family came to a beautiful country where flowers were growing and the sun was shining brightly. Flying up into an orange tree in a beautiful garden, they sang a song of "Thank You." (From A Manual for the Kindergarten,

by Florence H. Towne. Presbyterian Board of Publication, Philadelphia. Abridged. Used by permission.)

Activity:

Sorting and trimming pictures, and planning ways of using them. Let the children enjoy the pictures and then put all of the animal pictures together, then all the pictures of children, then the bird pictures. Ask the children to bring pictures to put in the envelopes, but they will not know how to find them without your help. Suggest that they tell their mothers and fathers and ask *them* to help. There are interesting pictures among the advertisements in the magazines, and even on the wrappers in which food is packed. When the pictures already brought are in the envelopes, speak of a child that is absent and propose selecting one of the pictures that he will like, and leaving it at his house on your way home. He is sure to live near somebody! Say that you will keep the pictures for just this very thing, and to use at Christmas to make pretty things for our friends. The children will be enthusiastic and interested if *you* are, and you can guide their choice so that the absent child will receive a bird picture and so not miss quite all.

Song: *Where Do All the Daisies Go?* (second verse). Also a song chosen by the children.

Prayer:

How kind and loving thou art, dear Father, taking care of all the birds, and all the children! Help us to know what is good and right to do. Amen.

Additional Stories: "Jesus and the Heavenly Home" (Lesson 27, Part 3, Beginners Lessons. Graded Course. International Lessons. By Frances Weld Danielson). "The Empty Nest" (in The Outdoor Story Book, by Carolyn Sherwin Bailey).

Material Needed for Lesson VIII: A box to use as a mite box, pencils, paper, paste.

LESSON VIII

WORKING TOGETHER

Praise Him, Praise Him! (Songs for Little People, No. 6.)

"Praise Him, praise Him,
All ye little children.
He is love, God is love.

"Serve Him, serve Him,
All ye little children.
He is love, God is love."

Prayer: *The Lord's Prayer.*

Story: *How Nehemiah Went to Work.*

Once a man named Nehemiah left his home in Jerusalem to live in the palace of the king of another country. Nehemiah waited upon the king, and they were friends. Nehemiah thought very often about his home and his friends in Jerusalem. He liked to remember that there was a high stone wall all around the city. There were gates in the wall, for, of course, the people wanted to go out of the city and come home again. One of the gates was for the sheep. The shepherds opened it to let the sheep go out to the green pastures. All of the gates were closed at night and the people of Jerusalem were safe. The enemy could not get in.

One day while Nehemiah was in the palace of the king in that other country some men came to visit the king. They told Nehemiah that they lived in a place near Jerusalem. They had very sad news to tell. "The wall of the city is broken down," they said, "and the gates are broken too. The enemy can go right in." When Nehemiah heard that, he wanted to go and

help his people. He prayed that God would make the king willing to let him go to Jerusalem.

The king saw that Nehemiah was troubled, and said to him, "Why is thy face sad? Surely thou hast some sorrow in thy heart."

And Nehemiah said, "O King, should I not be said when the walls of Jerusalem are broken down, and the enemy troubles my people? Send me, I pray thee, that I may build up the wall."

The king told Nehemiah that he might go, and he started on his journey gladly. The king sent soldiers to take care of Nehemiah, and he came safely to Jerusalem.

He found that it was quite true, that the wall was broken down and he knew that it would be hard work to build it up again. But he called the people together, and said, "Come! let us build up the wall, that we be no longer afraid of the enemy."

And the people said, "Let us go to work and build."

Somebody told the enemy that the people of Jerusalem were going to build up the wall, and they laughed. One said, "Such a wall as they can build, even a fox, if he should go upon it, would break down."

Then they whispered to each other, "We will fight against them, and make them stop working."

But somebody heard what the enemy was planning to do and came and told the people of Jerusalem. The people set themselves behind the broken wall with swords and spears, and some of them had bows and arrows. Nehemiah said to them: "Be not afraid! Fight well so that your little children can have safe homes in Jerusalem."

After that, half of the men worked at building the wall while the rest watched with swords and spears and bows and arrows.

Nehemiah told a man to take his trumpet and stand on a

high place where he could see if the enemy came near, and he said to the man with the trumpet, "Blow on your trumpet if you see the enemy coming, for when we are at work we may not hear them. When we hear the sound of the trumpet we will hurry to help each other."

When the enemy heard that the people of Jerusalem were ready to fight, they did not come against the city.

So the people worked, day and night, with all their might, and a wonderful thing happened. They finished the wall and made the gates strong in just a few days! How glad they must have been to be safely inside the high, strong wall again!

Activity:

Ask the sexton or the janitor to help you to find real work for the children to do. He may have a box of nails that need sorting, a quantity of tangled string to straighten out, programs to fold, hymn books to stack evenly, and so on. Ask him to tell the children something about the work he does about the church.

If this suggestion is not practical, interest the children in making a mite box. Use a small pasteboard box, fastening the cover on and making a slit in the top. The children can make seals for use in fastening the cover to the box by a process not new, but perhaps not known to them. Lay a five-cent piece under a paper, and rub it with the unsharpened end of a lead pencil. When the impression is fairly clear, cut it out with the scissors, and paste it over the place where the box and cover meet. Each child may make a seal, and seals may extend all around the box.

Explain why the box is there as you work. If we were ill, and away from our mothers, we would like to have some children send us crayons and paper so that we could draw pictures. There are children ill and away from their mothers, and if we work, we can make them happy. We will save some

of our money and keep it in this box, to buy things for children. Open your Bible and read to the children, "Whatsoever ye would that men should do to you, do ye even so to them" (Matt. 7. 12). Interpret, "Whatever you would like other people to do for you, they would like you to do for them." When we have money given to us, we will try to remember to bring a part of it and put it in the box for sick or lonesome children. When Christmas comes we will open the box and buy crayons and paper. Almost all children have money given them for candy; some have allowances, and many are allowed to earn money at home. Set the example by dropping a coin in at once. After this bring the box out when the children meet, but do not force contributions.

Song: *Good-by Song.* (Songs for Little People, No. 99.)

"Good-by to all, 'tis time, we know,
For little children home to go.
Good-by to all, good-by to all,
Good-by.

"O may we, till again we meet,
Be kind and loving,
Brave and sweet."

Benediction (pronounced by the teacher, children standing with bowed heads).

Additional Stories About Work: "An Errand Knight" (in Story-telling Time, by Frances Weld Danielson). "Little Spider's First Web" (in Among the Meadow People, by Clara D. Pierson). "The Sailor Man" (in The Golden Windows, by Laura Richards).

LESSON IX

PLAYING TOGETHER

As we are having a lesson on play, a little game may be made of the greeting. When the children are standing in two lines facing each other, let them sing the "Little Song of Greeting" (Songs for Little People, No. 93), as they shake hands. SONG: *Happy as a Robin.* (Songs for Little People, No. 134.)

"Happy as a robin,
Gentle as a dove,
That's the sort of little child
Everyone will love."

Memory Verse: "Whatsoever ye would that men should do to you, do ye even so to them" (Matt. 7. 12). (This is a good rule, isn't it? It is as good as gold, so we will call it "The Golden Rule.")

Story: *Playtime in Nazareth.*

When Jesus was a child he played out of doors with his brothers and sisters. He played with the children who lived near too, and they were just as tired from play when night came as you are. They played all sorts of games out in the dusty, sunny road. They drew pictures in the soft dust. In the days when Jesus was a little boy children did not have blackboards and paper, and crayons and chalk. The soft dust was the very best place for pictures. Probably the children liked to have Jesus draw pictures for them to look at, and Jesus loved to do it, for it is always fun to do things. But although Jesus was the oldest, he was always fair, and so he must have given every child

a chance to draw. They always took turns when Jesus was playing with them, whatever the game might be.

Do you think they played "house"? What lots of tables and benches they could make from the corners and ends of boards that fell from the saw in the carpenter shop! For Joseph, the children's father, was a carpenter, you know, and they often played among the shavings. If Joseph was very busy or very tired and needed the help of a little boy, Jesus left his play and ran to him and did all that he could to help.

The children played that they were sheep and that one child was their shepherd. It was much more interesting to be the shepherd than the sheep. The child who was the shepherd could lead the others across the road into the green fields or wherever he pleased. He could make believe that he saw lions and bears coming, and that he was very brave. Jesus liked being the shepherd, but the other children did too. They always took turns. Sometimes the children gathered flowers. Jesus carried hands full of red and blue lilies home to Mary, his mother. They often played going on a journey. Some were fathers and mothers and some of the children were camels and donkeys. Children did not very often travel in those days, and so it was fun to imagine going way, way up, over the hills to the great city called Jerusalem. That was a game that the children loved to play and Jesus showed them how to make each other happy by playing as the Golden Rule tells us to play. He was a manly boy, and so he did not quarrel, and when the others were angry he was not angry, because he saw what it was all about, and thought about it in the right way. It *did* make him angry to see children hurt children smaller than themselves, and he was so sorry for children and animals, when they were hurt, that he cried, and tried to help. Do you wonder that everybody loved Jesus? If we can only remember to play as he did, what a good time everybody would have! The one who plays that way is the happiest of all.

Activity:

Games. Such games as "The Visiting Game," page 127, Song Echoes from Child Land, by Jenks and Rust, and "Did you ever see a Lassie?" played with marked politeness and consideration.

Poem: *The Playmate of Nazareth* (see Lesson XXXI).

Song: *Be Ye Kind.* (Songs for Little People, No. 44.)

"Be ye kind, one to another,
Tender-hearted, forgiving each other.
Be ye kind, one to another."

Prayer: *Dear Heavenly Father,*

"Help us to do the things we should,
To be to others kind and good;

In all we do in work or play,
To grow more loving every day. Amen."

Additional Material: "The Gold Bugs," by Carolyn Sherwin Bailey in Firelight Stories.

Materials Needed for Lesson X: A number of pictures suitable for mounting on the covers of the books the children have made. The books, paste, scissors.

LESSON X

REVIEW

LET the children go from one to another shaking hands and saying, "How do you do? Welcome to you!"

Prayer: (To be said by the teacher, the children standing with heads bowed.)

Dear Father, these children have come here to learn about thee. Help us all to remember that thou art loving, and very near. Amen.

Story:

The story may be chosen by the children, or you can choose and let them guess which you will tell from some such remarks as these: "I am going to tell you a story that I have told before. See if you can guess which one it is. If you think you know, stand up, and if you are right, we will clap." Then give some such clue as this: "The story is about the country that the Bible came from. It is about a man who went on a journey with soldiers to take care of him. He was going home to do hard work. Can you guess? Then I will tell you again how Nehemiah built the wall." When you have reviewed one of the stories ask a boy to retell one, not already reviewed at this time.

Memory Verse: The Golden Rule (Matt. 7. 12). Can we obey this rule when we play? When we work? At home? In school? Did Nehemiah do unto others as he would like to have them do to him?

(If there is time, tell another story, or name the stories and sing the songs that are associated with them.)

Songs:

1. *Be Ye Kind.*
2. *The Golden Rule.*
3. *Where Do All the Daisies Go?*

Activity:

Give the children their books, and let them mount pictures on the covers. Bring out the envelopes containing the pictures that have been brought in and classified, and allow the children to select one for mounting on the cover. If two decide on the same picture, repeat the Golden Rule, and show them how to obey it. Speak of absent children, and consider what you know of their tastes and ideas in choosing a picture to send or take to each.

If the mite box was not made when it was first suggested, it can be made at this time. If it was made, ask if any money has been brought, and speak of the plan for buying crayons and paper for sick children at Christmas.

Dismiss the children with a song followed by a benediction.

Materials for Lesson XI: Crayons, bogus paper. Cotton boll, flax seeds, window box. Send to The Entomological Department, Washington, D. C., for specimens sent free, and to The Pilgrim Press for the box of objects that are planned for use with "Lessons for the Cradle Roll."

II. GOD'S GARDEN

XI. God Planted a Garden.
XII. The Tree Yielding Fruit.
XIII. The Fish of the Sea.
XIV. The Beasts of the Earth.
XV. Review.

Have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moveth upon the earth.

And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree, in which is the fruit of a tree yielding seed; to you it shall be for meat.—Genesis 1. 28, 29.

EVANGELICAL
SCHOOL OF

LESSON XI

GOD PLANTED A GARDEN

THE specimens sent you on request, by the Entomological Department at Washington, will be very useful to-day Allow plenty of time for study, as the children will want to handle the cotton, and see every part of the flower. If you have flax, silk-worm cocoons, and bits of wool, show them too, and tell all that the children want to know about each. Interpret their knowledge acquired at school, religiously, showing these comfortable, interesting, and beautiful things to be gifts from God.

Song: *Good Morning, Merry Sunshine.*

Story: Retell the story of creation (Lesson I).

A Talk:

Some day before winter comes and the grass is covered with snow, we will go together to see some of the beautiful things that God made for us. One of the things that we will see is the grass that he made to grow so that the horses and cows and the sheep would have what they liked best to eat. There are ever so many kinds of grass in God's garden. Some of it grows as high as you are tall and on the ends of it are little boxes full of flour for the children's bread. (Show wheat or draw a stalk on the board. If you have it in your hand, open one of the grains and show the flour.) Isn't it wonderful? There are other kinds of grass that I love to think about. One kind has long threads in the stem of it. The threads are for making our handkerchiefs. Have you learned about the grass that is full of threads at school? It is called flax. Tell me about it. You know that it is a present to you from God like the grass that has the little boxes of flour on the ends of it. You know about the grass that bears the soft white

cotton flowers too. (Show cotton boll.) This grows to make shirts and dresses and a great many other things that we need.

God planted a great many kinds of grass in his garden for us. The things that grow in his garden make us very happy. When we go to the park (or fields) we will find the grass, and we can see the roots and the seeds. We will see how many kinds of grass we can find. We will be so glad when we can go to the fields that we will want to skip as we go. Shall we skip now? We will make believe that we are going to the sunny fields together.

Activity:

Skipping to music. Or, run out of doors and examine the grass if you can. Go to the table and draw with crayons on bogus paper, something that grows in God's garden. When the pictures are ready let each child hold his picture so that all can see it, and have him tell all that he can about what he has drawn. The books of drawings can be carried home, with the suggestion that the people there be told the stories of creation illustrated by the drawings. If the children need help in deciding what to draw, to-day, place the cotton boll where all can see it and ask them to draw it. The stem should be done with brown crayon, and white blackboard chalk used for the flower. Plant flax seeds in your window box.

Song: *The World's Music.* (Songs for Little People.)

Prayer: *Good-night Prayer for a Little Child.*

"Father, unto thee I pray,
Thou hast guarded me all day;
Safe I am while in thy sight,
Safely let me sleep to-night."

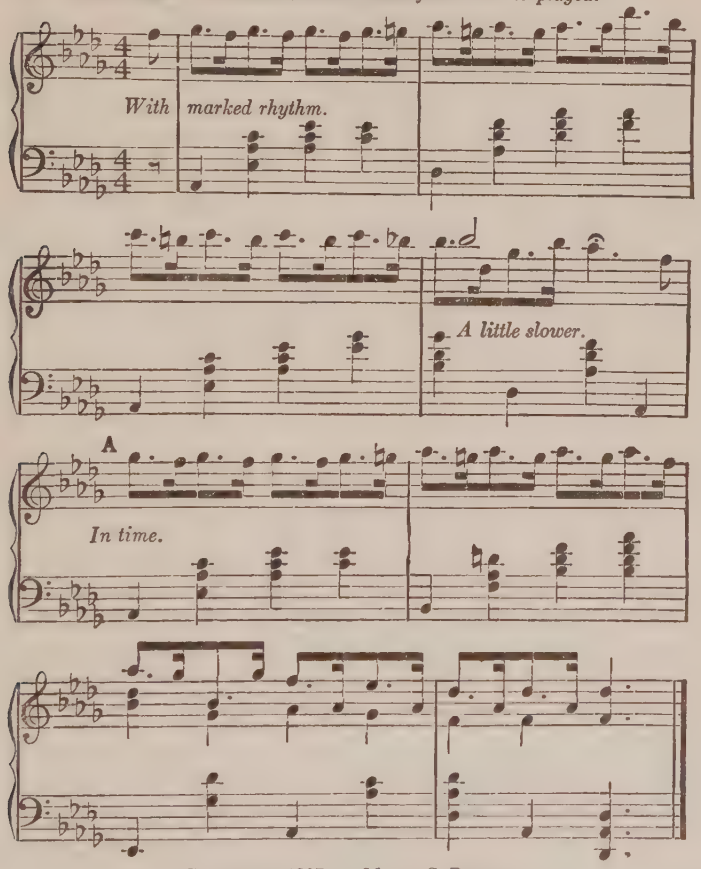
"Bless my friends, the whole world bless,
Help me to learn helpfulness;
Keep me ever in thy sight;
So to all I say 'Good-night.' Amen."

(Henry Johnstone.)

Skipping Music:

(From Kindergarten Marches, by Mabel S. Rogers. Used by permission.

This may be used as a skip—also as a side step taken by the children while standing in a circle—starting to the right and going around until "a little slower" is reached, then to the left as "A" is played.



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Materials Needed for Lesson XII: Apples or nuts, paper napkins, clay, red water-color paint.

LESSON XII

THE TREE YIELDING FRUIT

SELECT pictures of trees and fruit from your collection and from other sources and hang them about the room. Put several apples on the floor where they will not be seen at once, but where the children can find them later.

Greet the children as they arrive and interest them in the pictures. Talk with them about the trees and the fruit and answer all questions.

Songs: "Can a Little Child Like Me," No. 52, Songs for Little People. "Praise Him, Praise Him," No. 6, Songs for Little People.

Story:

Here is a story about a boy whose name was Jerry and about his Aunt Lucy. Aunt Lucy lived in the country and the summer that Jerry was six years old he went to pay her a long visit. When Jerry looked out of the window of his room he saw the branches of an apple tree. They were so near that when the wind blew, they tapped on the glass. At first the apples on the branches were small and very green, but they grew and grew and when Jerry had been at Aunt Lucy's a long time, they turned red. One day a big one fell to the ground because it was just ready to be eaten. Jerry ran and picked it up and bit a great piece out of it. It was juicy and good. Before Jerry took another bite, he looked at his apple and said, "Aunt Lucy, the boys in the Bible just had bread that their mothers made and fish that their fathers caught, to eat, didn't they? They would have liked apples like this, don't you think so?"

"Why, Jerry," said Aunt Lucy, "God planted apple trees in his garden when he made the world. There were apples, before there were boys to eat them, probably. God planted grapes and figs and dates for the Bible children too. How good they must have tasted when the boys had been walking in the hot sun, or playing in the bright fields! It makes children very thirsty to play when the sun is hot."

"I never saw a date tree," said Jerry. "Do dates fall from the date trees when they are ripe, the way my apple did?"

"Yes, and when they fall they fall on the sand, for date trees generally grow out on the desert, that dry sandy place, I told you about. Of course, all trees need water, and there are little springs of water in the desert. Date trees grow near the springs, and when the springs overflow, the water gives the trees a drink. The men who travel across the desert on their camels are glad to see the date trees. When they see them they say, 'Now we shall have water to drink,' for they know that there must be a spring to water the trees. They fill the baskets that hang at the camels' sides with dates and take them into the cities to the children."

Jerry had been eating his apple, as he listened to Aunt Lucy, and now he had come to the core. The seeds were brown and shiny.

"See the little seeds!" said Aunt Lucy. "When God planted the apple trees and the date trees and all the trees that bear good fruit for the children to eat, in his garden, he folded tiny new trees very small and put them into brown wrappers. He hid them in the apples and the dates and figs, so that they could rest and get ready to grow. God wants his children to have red apples to eat, and he wants us to plant some of the brown seeds so that more trees will grow."

That night when Jerry was eating apple sauce for his supper he tried to count all the kinds of fruit that God had planted in his garden. But although he counted apples, peaches, plums,

bananas and dates and figs, Aunt Lucy said that there were ever so many kinds that Jerry had never even heard of and so of course he could not count them. "But we can say thank you for them all," she said. So they stopped counting and sang,

"For the fruit upon the tree—
Father in heaven, we thank thee."

Song: "Can a Little Child Like Me," 2d verse. No. 52, Songs for Little People.

A Talk:

When we go to the park (or the fields) we will take a basket with us. Then we can gather nuts as we walk under the trees. Nuts are fruits, too. God planted nut trees for the children and also for "Hiawatha's brothers." Do you know who I mean? Yes, the squirrels and rabbits and birds. God planted some fruit for them that we cannot eat—acorns, and cones and some kinds of berries. We will gather all sorts of things that grow on trees and then we will think of ways of using them. We can feed the birds and squirrels, and if the acorns and cones are too hard and dry we can take them to [name your minister or a friendly neighbor] to put in his wood box. They will make his fire bright. We will tie some of them on our Christmas tree, and some of them we will keep to play with and to copy when we draw pictures.

Activity:

Play the skipping music as the children go about with a basket gathering up the apples that you have already put where they can be easily found.

Go to the table and when paper napkins have been provided, cut the apples and give each child a piece. As the children eat, say, "All things were made by Him." Cut one apple across the core and show the star made by the seed cases. Examine the seeds and wonder that little trees can be tucked away in

such a small space. Save the seed, saying that the birds will like them when winter comes, and then put them away. Or, place an apple on the table and model it in clay, washing the little clay apples with red water-color paint.

Prayer:

The Lord's Prayer, followed by the refrain of "Can a Little Child Like Me" sung softly and with heads bowed.

As you say good-night to each child, suggest that they tell the story of the fruits to their mothers.

Additional Material: "Wait and See" in In the Child's World.—Emilie Poulsson. "The Big Red Apple" in For the Children's Hour.—Bailey and Lewis.

Material for Lesson XIII: Shells, globe of fish, and other sea treasures; pictures of fish and also of bodies of water.

LESSON XIII

THE FISH OF THE SEA

Before the children arrive place a globe of gold fish or minnows on the table, and arrange a tray of shells to be studied. If you do not live near the sea or a lake, a fish dealer can give you some sea weed and shells. As the children come let them watch the fish and ask questions about them without being hurried. The time spent in this way may well be regarded as a part of the lesson. Show the shells and explain that each one was a home for a little animal. Because the animal did not need his home any longer, we may have it to look at and play with. Tell about the shells that are turned into buttons for the children's dresses. Find the rainbow colors in the shells and in the buttons on a child's dress. Ask if the rainbow colors remind them of a story. Recall "The Story of a Promise" (Lesson II), and say that God keeps the waters in their places as he promised. When God planted his garden he put the waters together and called them seas. He made fish to swim and live in the water. He made sea weeds and water flowers and beautiful moss, for his water garden.

When the fishes and the shells have been enjoyed, go to the circle of chairs for a story.

Story:

Tell "Jesus and the Fisherman" as it is told in Lesson XLVIII. (If the children do not yet know the names of any of the disciples begin by saying that they were Jesus's friends.) The story suggested as additional may be more helpful and may be told in place of the story of "Jesus and the Fishermen."

Activity:

Have the skipping music played and imitate the fishes in the globe as you all dart and play about the room.

Song: A Thought, No. 135, Songs for Little People.

Morning Hymn, No. 2, Songs for Little People.

Memory Verse: "All things were made by him; and without him was not anything made that was made." John 1. 3.

Prayer:

"Dear Lord, we thank thee for thy care,
The food we eat, the clothes we wear;
Be present with us everywhere. Amen."

Allow the children to help you put things in order, and if the globe of fish was borrowed, ask some of the children, or perhaps all, to go with you as you return it, and they may take turns carrying it.

Additional Material: "Minnow's Adventure" and "Mr. Stickleback" in In the Child's World, by Emilie Poulsson.

LESSON XIV

THE BEASTS OF THE EARTH

The Song, *Where Do All the Daisies Go?* will suggest the need for warmer clothing as winter approaches.

Story: *The New Shirt.*

Once a little boy needed a new shirt. His old one was thin, and full of holes, but it was springtime, and the days were sunny, so the old shirt was warm enough.

Sometimes the little boy ran away from his home and down the road to the farm where a great many animals lived. There were cows and pigs and dogs and horses on the farm, and sheep that nibbled the grass in a sunny pasture all day long. One day the little boy went to the farm to see the sheep, but they were not in the pasture and they were not in the fold. So the little boy went to the barn, and there he found the farmer and all the sheep. The farmer and his helpers were shearing the sheep. They had long, strange scissors, and as they snipped and cut, off came the warm coats that the sheep had worn all winter. The sheep were glad to have their warm coats taken off, for the sun was warm in the pleasant pasture where they spent their days.

The little boy watched, and the farmer looked up and saw him standing there.

"Sonny," he said, "your little shirt is thin and full of holes! Here is soft warm wool for a warm, new shirt."

The farmer tossed a coat that he had just sheared from one of the sheep, and the little boy caught it and laughed.

"Thank you," he said, "the days are so warm and the sun is so bright that my old shirt is warm enough."

"But," said the farmer, "winter will come again, and you will need a new shirt then."

"So I will!" said the little boy, and he started for home, carrying the sheep's coat, and wondering how he could turn it into a shirt for a little boy. As he walked he came to a little house with a porch, and on the porch sat a little old lady. She was spinning, and round and round went her spinning wheel. The little boy saw that she was spinning a sheep's coat into soft, gray yarn.

When the little old lady saw the little boy standing there watching her wheel go round, she said: "Sonny, if you will give me the sheep's coat that you have in your arms, I will spin it into yarn so that you may have a warm, new shirt to wear when winter comes again."

The little boy gave her the sheep's coat, and the little old lady spun and spun until it had turned into a big, soft skein of yarn.

The little boy said, "Thank you," and ran home with his skein of yarn as fast as he could. When he pushed open the door and ran into the kitchen, he found his grandmother there wondering why he did not come home. She clapped her hands when she saw the skein of yarn.

"Sonny," she said, "now you will have a warm, new shirt to wear when winter comes!"

The little boy stood and held the skein while his grandmother wound and wound the yarn into a big, soft ball. Then she took four bright long knitting needles out of her basket, and knitted and knitted until the sheep's coat had turned into a warm winter shirt for a little boy.

A Talk:

God cares for the children in this way. Is it almost time for you to put on your warm winter shirt and a coat made of wool? Tell me if you think that God cares for the birds in

LESSON XV

REVIEW

If the weather and the distance permit, take the children and their mothers to the park or the fields. Allow at least fifteen minutes of free play on the grass. Play with them any games they suggest.

Find the soft earth under the grass and pine needles where the seeds will sleep all winter as you talk about the little trees and plants that are folded so carefully away. Show the little seeds and acorns and cones, telling about the little trees that will grow and stand near the mother tree, when spring comes. Plant acorns, not too deep, and cover with a blanket of leaves that have fallen from the trees.

Show the children how to make winter bouquets for your classroom and for their homes. Tall, feathery grasses, golden-rod, branches of pine, and the bright berries of the mountain ash, and branches of juniper make beautiful decorations for home or school.

Interest the children in collecting cones, acorns, chestnuts, and buckeyes, for use in their work in the classroom. Christmas-tree decorations, fuel for open fires, and models for drawings will be found among them, and a deserted nest will make a good object lesson, for which you will be very thankful when you need it later on.

If there is a pond or fountain, watch the fish and note the water plants and the pebbles. There may be shells in which you can see the rainbow colors. If you have brought a pail (knowing that you can care for a little fish, in your classroom) and then bring him back to his home and friends in due sea-

son), catch a minnow in your dipper, and take enough plants and stones to make him feel at home in your globe on the window sill in your room.

Retell the stories and sing the songs enjoyed in these lessons about this beautiful garden planted by God for us; and when you are rested, start for home, taking as much of the out-of-doors with you as you can.

If there is really no way of getting the children to a field or park, there may be a yard back of the church or an open space where grass grows, for free play and observation, telling the stories indoors. If the children cannot bring in the materials for many nature lessons, in the way proposed here, gather them yourself or ask a Boy Scout to get them for you for use at this time.

For the next lesson have ready pictures, for the children to enjoy, and a large new piece of manila paper.

III. THANKSGIVING

XVI. Thanking God with Our Whole Hearts.
XVII. Thanking God for Water.
XVIII. Good Things for All.
XIX. A Great Surprise for Hungry People.
XX. Review.

Praise ye the Lord. I will praise the Lord with my whole heart.
He hath made his wonderful works to be remembered.
He hath given meat. . . . He will ever be mindful of his covenant.
He hath showed his people the power of his works.—Psalm 111. 1, 4, 5, 6.

LESSON XVI

THANKING GOD WITH OUR WHOLE HEARTS

The sunlight, rain, wind, stars, work, and play, and all that makes a child's day interesting and full of comfort are to be remembered with gratitude and thankfulness at this season. The project, as Thanksgiving draws near, may be a poster of satisfying dimensions. Use the sort of manila paper that can be bought by the yard and tack a piece about two yards long, the horizontal way, on your wall. Place it low enough so that the children can pin pictures on it and see it quite easily. In the center mount a picture of children singing or saying their thanks to the heavenly Father. The remaining space is to be filled with pictures of the things that we like and for which we are thankful. See that the things mentioned in the Thanksgiving hymn that is to be learned, are pictured there. Bring to the class pictures of children at work and at play and pictures of fruits and cereals. Have the children understand that they are to help in collecting the pictures.

Study a picture that you have brought in some such way as this: "See this picture of oranges. I am sure that the boy in the picture is glad that they are on the table at his house and that he may have one. Oranges are so good that this picture of them will be one that we will put on our poster. If you see pictures of apples, or bread, or cereal, or anything God has made that is good for children, ask if you can have them to bring for the poster. We often see such pictures in the papers and in magazines. Sometimes when cans of peaches and tomatoes come from the store there is a picture on the can. Will you watch for pictures? Do you think that you can bring some pictures when you come again?"

Place the picture with which you have illustrated this talk on the poster. If there are children in your school who perhaps do not see the things you have mentioned in their homes, provide a number of pictures and allow these children to choose from among them the ones they want to trim and mount. It is a better-looking poster in the end if the children put their pictures on with thumb tacks to be pasted by you at another time.

Song: One of those already learned. (The songs should be recalled in this way, now and again. Hymns of thanks will be found in A First Book in Hymns and Worship, by Edith Lovell Thomas.)

Story: *David's Song of Thanks.*

A boy named David lived long ago in the country that the Bible tells us about. David could run and jump. He could shoot with his bow and arrow, and with his sling shot. David made a little pipe on which he could play tunes. He made it as some whistles are made from the hollow stems of grasses. David was well and strong, and he was very brave. He cared for his father's sheep, and sometimes he stayed out in the fields all night to watch them. Once David saw a bear come creeping out from behind the rocks. The bear wanted to carry off one of David's little lambs, but David ran at it and chased it away. Once a lion came softly, softly, right in among the sheep, and before David could think the lion had one of the little lambs in his mouth. David ran and killed the lion with his strong rod. He took the little lamb in his arms and comforted it. David was glad to be so strong and brave. He was glad about his strong arms and legs because he could run fast and work.

When David stayed out in the fields all night with his sheep, he looked up at the dark, blue sky and wondered about the stars. He knew that God had made him strong and well and

happy, and that God made the stars too. David was so glad that he sang a song about the sky. He sang: "The heavens declare the glory of God, and the firmament showeth his handiwork." The firmament means the sky as far as we can see and all around. God made it, and so David called it God's handiwork. *We* work with *our* hands too, but God made the firmament, and he is the only one who could.

Sometimes, when the sun was shining, David thought the day was a lovely time. He loved the night too, and then he sang: "I will praise thee, O Lord, with my whole heart."

Do you love to jump and run? Do you love to see things? Close your eyes so that you cannot see the pictures on the table, or the light, or the other children. You cannot see what I am holding up, can you? Shall we play some games that we could not play without our eyes, and our strong bodies?

Activity: *Sense Games.*

Such games as "The Mystery Man," and "Did You Ever See a Lassie?" will rest the children and emphasize the joy of sight and motion.

Song: *The Children's Thanksgiving Hymn.* (Songs for Little People, No. 54.)

"For this good year of ours, its sunshine and its rain,
Its wind and stars and flowers, red fruit and yellow grain;
For all the joys of living, of work and rest and play,
We chant thee our thanksgiving, on this Thanksgiving Day."

NOTE.—As you repeat the words of the song before singing it, hold up pictures of the blessings enumerated, and when the children sing the hymn, the pictures will help them to learn it. After the singing, plan the poster if you did not do so before the lesson.

Prayer:

"It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High. I will praise thee, O Lord, with my whole heart."

Response (to be sung after the prayer). The refrain of "Morning Hymn," No. 2, Songs for Little People.

Good-by Song.

Material for Lesson XVII. Squares of strong paper 8 by 8 inches, for folding drinking cups. Provide two for each child.

LESSON XVII

THANKING GOD FOR WATER

SING *The Children's Thanksgiving Hymn.* (Played as the children come to order.) No. 54, Songs for Little People.

Song: *The Children's Thanksgiving Hymn.* (First verse.) (Show pictures as blessings are cited.)

Remark: "'Chant' means to sing quietly to the heavenly Father. I will say the prayer that David said or chanted to God, and then you will chant, 'Father, we thank thee.'"

Prayer:

"It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High. I will praise thee, O Lord, with my whole heart."

Response:

"Father, we thank thee; Father, we thank thee;
Father in heaven, we thank thee!"

Story: *To Whom Shall We Give Thanks?*

Once a boy started out alone to walk all the way to his grandmother's house. The country road was sunny and hot, and his bare feet left little prints in the dust. The boy was going to stay with his grandmother for a whole week, so his mother had tied his clothes in a bundle for him to carry. There was so much dust in the dry, hot air that some of it got into the boy's throat and made him very thirsty.

"I wish I could have a drink of cool water," he thought. As he walked he came to a farmyard. The boy could see the barn from the road. He could hear the horses stamp and

the hens cackle. He looked through the fence and saw a deep watering trough. Some one had filled it full and running over from the pump under which it stood. The chickens and sparrows were drinking from the little streams that slipped over the edge of the trough and ran down the path. Some pigeons with pink feet came to drink too, and as the boy watched he grew thirstier and thirstier.

He threw his bundle on the ground and climbed the fence. Away flew the sparrows and pigeons! How the chickens ran! The boy lifted the handle of the pump and pushed it down. He lifted it again, and again he pushed it down. Clear, cool water poured from the pump and ran over the edge of the trough. It dripped on the boy's dusty, hot feet. How good it felt! He made a cup of his hands and drank and drank.

The boy looked at the old pump for a minute and then he took off his hat and bowed.

"Thank you, Mr. Pump, for the good, cool water that I needed so much," he said.

"But," said the pump, "you must not thank *me,* thirsty traveler, for I only help the cool water to run."

"Then I thank the cool water," said the boy. Again he took off his hat.

"Ah," said the water, as it dripped, dripped, dripped, "the spring up on the hillside sends me down to the pump. You must thank the spring."

"Then I thank the spring," and the boy waved his hat toward the green hill, for he had found springs of water there one day.

"O, do not thank me," called back the spring, "I would not be here if it were not for the rain."

"Well, then, I thank the rain," and the boy looked up at the soft white clouds, slowly moving across the blue sky, for the boy knew that the rain fell from the clouds.

But the clouds said: "Do not thank us, but thank the sun. The sun helps us to gather the drops together."

"Mr. Sun, I thank *you,*" said the boy, bowing to the round hot sun. It looked like a great ripe orange in the sky over the hill.

"Stop!" said the sun. "It was from the ocean the drops came. *I* only draw them up to help the clouds."

Far across the green fields the boy could see a little blue line that he knew was the ocean.

"Old ocean, many thanks," he said.

"No thanks to us, no thanks to us," roared the waves; and the boy could hear the waves say as they ran up the sandy beach, "God made the sun to rule by day, and he causeth to come down for you the rain."

"I see," said the boy. "The rain fills the spring so full it flows down to the pump, and so the birds and the horses and I have cool water to drink." He took off his hat again. This time he bowed his head and closed his eyes. He said: "Heavenly Father, we thank thee for the cool water that we wanted so much. There is enough for the birds and pigeons and chickens and boys, and still it runs over. Amen."

The boy walked on, and just as the sun went down behind the hill he came to his grandmother's house.

He told her about his drink of spring water. She shaded her eyes with her hand and looked way across the fields to the blue ocean. Then she taught the boy to sing the song that David sang when he was thankful and glad, and it was the song that we know. "I will praise thee, O Lord, with my whole heart!" (Adapted.)

Rest Period:

The children may join hands and wind in and out between chairs and around tables to the music of "Give, Said the Little Stream," and, as many children know the song, let them sing as you go. Bring the children to the table at the end of the song.

Activity:

Folding paper drinking cups. Sheets of paper 8 by 8 inches folded according to the following directions. Let each child fold two cups. When the cups are ready for use, fill one for each child, and let them drink. Say, as you fill the cups, "Sing unto the Lord with thanksgiving, . . . who prepareth rain for the earth" (Psalm 147. 7, 8).

A Prayer:

Heavenly Father, we thank thee for cold water. There is enough for the birds, and the pigeons, and the children, and still it runs over. Amen.

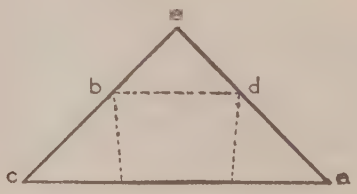
Pin pictures of rain or of bodies of water on the poster, or pictures of children drinking, and any subject suggested by this lesson. The children may take home the cups they did not use.

Good-by Song: *Little Song of Thanks.* (Songs for Little People, No. 143.)

"Dear heavenly Father, hear us sing
Our song of thanks for everything;
Thank you, thank you, thank you,
heavenly Father."

Directions for folding drinking cup. Fold your square of paper corner to corner to shape like diagram. Fold A to B. Turn paper and fold C to D. Fold E down, creasing at dotted line. Turn and do the same on the opposite side.

Materials Needed for Lesson XVIII: The flag, food for the birds, and pictures for the poster.



LESSON XVIII

GOOD THINGS FOR ALL

SING *The Children's Thanksgiving Hymn,* and stand in a row before the poster and let the children point to the pictures as the song suggests.

Sing also: *A Little Song of Thanks.* (Songs for Little People, No. 143.)

Story: *Good Things for All.*

Jane and her father and mother were on their way to spend Thanksgiving Day at grandfather's house. It had been a long time to wait, and Jane had had a great deal to do to get ready. But now the train was going very fast, and as Jane looked out of the car window at the snow-covered trees, she said her verses over and over. She had learned a verse for grandfather and one for grandmother. Jane was careful not to let anything fall out of her basket, for it was full of surprises. She had brought a yellow apple and two lumps of sugar for old Bess, the white horse. She had sugar and a stalk of celery for Yellow Fellow, grandmother's canary bird, and animal crackers for the pigeons and chickens. Down under all of these surprises were some drawings that Jane had made. There was one for everybody, and even mother did not know about them. It was going to be fine to surprise every one.

When Jane had said her verses over a great many times the train stopped and there was grandfather and the sleigh and old Bess the white horse. Jane jumped from the car steps right into grandfather's arms, and soon they were going over the snow, and grandmother was watching for the sleigh, from the dining room window. When the hats and coats were off

and everybody had been hugged and kissed, Jane said, "I have something to surprise you, grandfather. It's a riddle.

"'First a blossom, bright and yellow;
Then a ball, large, golden, mellow,
Out among the vines it grew;
Thanksgiving joys it holds for you.'"

Grandfather could guess the answer. Can you? And he liked Jane's verse so well that he asked her to teach him to say it. When grandfather had learned to say the riddle without a mistake, Jane found her grandmother busy setting the table, and she said, "Grandmother, I have a verse from the Bible that I learned to surprise you. 'It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High. I will praise thee, O Lord, with my whole heart.'"

Grandmother said, "What a fine surprise! Thank you, Jane."

That reminded Jane of the drawings, and she asked if she might put one at each place at the table. Her grandmother thought that was a fine surprise too, and they looked at each one as they found the right place for it. Jane had remembered that grandmother liked roses best, and that grandfather's favorite flower was the sweet pea. She had made pictures of their favorite flowers for them. All of the drawings were going to remind the people for whom they were drawn of the things they liked best.

"That is a lovely way of doing on Thanksgiving Day, for then we are sure to say thank you for the things we like best," said grandmother.

Yellow Fellow came next, and when Jane put the celery and the lump of sugar in his cage he sang a sweet thank-you song.

Then Jane ran to the barn, and scattered the animal crackers as the hens came running and the pigeons flew down, to eat their Thanksgiving dinner. Jane was sure that the pigeons'

"coo-croos" and the talking of the hens meant "Thank you," and when she gave old Bess the yellow apple and the two lumps of sugar, she too said, "Thank you," for she nosed for more and gave Jane such a big kiss that it covered her hand.

That day, when dinner was ready and everybody was at the table, grandmother said, "Jane, will you say that beautiful Thanksgiving prayer, for we are all glad and thankful, and we want to praise God with our whole hearts." All the heads were bowed and the eyes were closed. Everyone listened, and every heart was glad, for the prayer that Jane said was just what needs to be said to the heavenly Father on Thanksgiving Day.

Activity:

A march about the room carrying the American flag will mark the historical meaning of the day. The children may tell what they have learned about Thanksgiving at school, but it need not be the theme here. Lead the children to the table and finish the poster. Sort the pictures that have not been used and place them in the envelopes in which you keep your store of pictures. Ask the Sunday school superintendent or some other leader of work in the church or organization if the poster would be an acceptable decoration for a few days at this season. Report to the children and give them the pleasure of lending it. Place seeds, suet, or crumbs on the window sill for the birds. Or plan a surprise drawing to be taken home, and suggest learning the prayer to say at home as a blessing at table. The riddle too may be learned, and the children asked later if the people at home guessed it.

A riddle to learn:

"First a blossom, bright and yellow;
Then a ball, large, golden, mellow,
Out among the vines it grew;
Thanksgiving joys it holds for you."

Songs (chosen by the children).

Prayer:

"It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High. I will praise thee, O Lord, with my whole heart."

Response:

"Father, we thank thee; Father, we thank thee;
Father in heaven, we thank thee."

Materials for Use with Lesson XIX: Strips of heavy paper, for napkin rings and materials for pasting or stitching them. If you prefer, cards with outline drawings of vegetables and fruits, to be colored. Crayons and pencils.

LESSON XIX

A GREAT SURPRISE FOR HUNGRY PEOPLE

To march music, have the children fall in line at the door and march around the room several times before they go to the circle of chairs. Sing a greeting to them and ask them to sing to you.

SONG: Any that you have been learning with these Thanksgiving lessons.

Story: *A Surprise.*

One morning in that long-ago time that the first pages of our Bible tell about, the children and their mothers and fathers woke up and found a great surprise waiting for them. They were on their way to a new home, and it was such a long journey that they put up their tents and camped by the roadside when they rested. There were no stores, and the fathers could not plant gardens. They were traveling and could not stay in one place until the wheat and corn grew ripe. The mothers had no food to give the children and everyone was hungry.

When the fathers and mothers put up the tents and went to sleep the night before the great surprise they thought that God had forgotten them. They were frightened and sad. When morning came and the sky grew bright, the children woke up. When they opened the tent doors and looked about, the ground was covered with very small, white cakes. The cakes looked like frost, and the children did not know what it was. But Moses, who was taking care of the people, and leading them to their new home, said, "This is the bread which the Lord has given you to eat," and he told them to gather it and eat it. Every day the people gathered the food which the Lord sent.

When they had gathered all they needed, the hot sun melted all that was left on the ground. The people called the new food "manna;" it was small and round and white, and tasted like cakes made with honey. The people ate the manna every day until they came to their new home.

Suggestions for a Talk: Some of the food that the Lord sends us is on the ground and has to be picked up and put in baskets, as the manna was gathered. Can you tell me about some of the things that grow for us? Think of all the trees with apples on every branch! And oranges too, and even *in* the ground, where we cannot see, the potatoes and carrots grow. We call the time when the farmers gather up the good things and put them in barns or take them to market harvest time. At harvest time we are all very thankful because we feel sure that God has made enough things grow to last all winter, until it is time to plant more. I often think about these things when my dinner is ready and then I want to say "Thank you," to God for all the things that he gives me to eat. Sometimes fathers say a thankful prayer, and all the children and the mother bow their heads. Shall we thank God now?

Prayer:

"Dear Lord, we thank thee for thy care,
The food we eat, the clothes we wear;
Be present with us everywhere. Amen."

(From Children's Devotions, by Gerrit Verkuyl, and used by permission.)

Activity:

Dramatize the story. March, pitch tents, sleep on the ground, and wake to find manna. Gather the manna, and rejoice. Make napkin rings of strips of heavy paper, pasted or stitched to form the ring. If the children can, let them write or print "Mother" on one ring and "Father" on the other. The rings can be more elaborate, and ways of making them attractive

will suggest themselves. Or have cards ready with outline drawings of pumpkins or any vegetable that the children know well to be colored and put at mother's place at table as a surprise.

Song: *Little Song of Thanks.* (Songs for Little People, No. 143.)

Material for Lesson XX. Squares of paper, 8 by 8 inches, for paper cups.

LESSON XX

REVIEW

Sing *The Children's Thanksgiving Hymn,* Songs for Little People, No. 54, when all are seated.

Stories:

Retell "David's Song of Thanks." Retell "A Surprise." The children may do the retelling.

Prayer: David's Prayer (see Lesson XVI).

March:

The leader may carry the American flag. When the children are standing before the chairs in the circle once more salute the flag (see Lesson XXI). They will like to tell what they have learned at school about the Pilgrims. Connect what they say with the meaning of Thanksgiving, showing why they were thankful. Let a child do something that he is glad that he can do. Have another point to one of the pictures on the poster, showing what she is thinking of as being a blessing. Repeat this if the children seem interested, showing them how by leading the way.

Activity:

Make paper cups. (Unless the cups are made more than once the children will forget how it is done.) Write on the cups, "Ask your child to say a verse that he has learned." As you work, review "I will praise thee, O Lord, with my whole heart." Say that there is a note for mother on the cup, and urge showing the cup at home. "Tell your mother what it is that our drinking cups make us remember to be glad about."

Say "Good-by" to each child, speaking of one or the other

of the joys of life to each. "Are you going home on your roller skates, John? What fun!" "Don't you wonder what you will have for supper, Mark?" "Bruce, tell little brother that he will be big enough to come here with you soon," etc.

Benediction:

"Dear Lord, we thank thee for thy care,
The food we eat, the clothes we wear;
Be present with us, everywhere. Amen."

For the Teacher. The Mayflower Program Book, Jeanette Eloise Perkins and Frances Weld Danielson. It is "a week-day course in world friendship," providing "actual practice in serving."

IV. OUR CHURCHES

XXI. The Kingdom of God.
XXII. The Holy Bible.
XXIII. Talking with God.
XXIV. Singing to God.
XXV. Church Bells.
XXVI. God's Great Gift.
XXVII. The Wise Men and the Star.
XXVIII. Review.

Make a joyful noise unto the Lord, all ye lands.

Serve the Lord with gladness; come before his presence with singing.

. . . . . .

Enter into his gates with thanksgiving, and into his courts with praise: be thankful unto him, and bless his name.

For the Lord is good; his mercy is everlasting; his truth endureth to all generations.—Psalm 100.

LESSON XXI

THE KINGDOM OF GOD

In teaching the lessons in this series, show that "the earth is the Lord's, and the fullness thereof." Teach that the church is God's house and try to make clear in a very simple way through the lessons on praise and prayer the meaning of worship. The Bible, the bells, the windows, and many of the visible parts of churches will interest the children if you tell stories in connection with them, and these things lend themselves most beautifully to the development of the Christmas stories and services. Show your deep interest in and reverence for all that concerns the church.

For this lesson have the church flag and the American flag displayed. Place the picture, "The Hope of the World," or a picture of Christ blessing little children on the screen or board. In A First Book of Hymns and Worship songs suitable for singing with these lessons will be found under "The Church."

Prelude: *The Church.* (Songs for Little People, No. 9.) Played while the children come to order.

Song: *This Is God's House.* (Songs for Little People, No. 8.)

"This is God's house and he is here to-day.
He hears each song of praise and listens when we pray."

Story: *A Flag Story.*

Up in the air, waving from the mast of a great battleship, was a beautiful flag. It was an American flag. It was there to tell every one who saw it to be good, brave, and true. It

was there to wave a welcome to the people who came from other countries. It was there to help the sailors to have courage.

The flag was hoisted every morning. The sailors all came on the deck. They took off their hats and stood at attention. One of them fixed the lines and toggles. Another brought the flag from a safe place, and unfolded it very carefully. They hoisted the flag up, high in the air, to blow all day against the blue sky or the soft gray clouds.

At sunset the sailors all came on deck again. They took off their hats and stood at attention. One of them untied the rope, and down, down came the flag. The sailor who had been allowed to lower it was very careful not to let it touch the deck. He folded the flag lovingly, and put it in a safe place for the night.

The sailors raised and lowered the flag every day, and every day the flag waved its message to them, "Red, white and blue, be good, brave and true. Red, white and blue, be good, brave and true," it said.

Once when Sunday came the battleship was anchored in a beautiful harbor. A boy and his father came and stood on a long pier, where they could see it. The boy's father had promised that he should see the sailors hoist the flag. It was a sunny morning, and as the boy and his father watched, the sailors all came on deck. They stood at attention. One of them brought two folded flags. He unfolded a flag that was white with a blue cross. He fastened it to the lines and toggles, and up, up it went to the top of the mast. It waved and was very beautiful in the sunshine. Then the sailor unfolded the American flag, and up, up it went, as the sailors pulled the rope. It blew out against the blue sky, below the flag with the blue cross, and was very beautiful.

But the boy stamped his foot. "Father!" he said, "what flag is that? It has no right to fly above the stars and stripes—no flag has! They have made a mistake."

"That white flag with the blue cross," said the boy's father, "may fly above any flag in the world. It is the flag of God's kingdom. This is God's day, and the flag of his kingdom flies to tell everybody to remember his day and to go to his house. God's flag has the right to fly above other flags, because, unless you are first a good citizen of God's kingdom, you cannot be a good American, or a good Englishman, or a good Frenchman."

"Or a good Italian," said the boy, "or a good citizen of any country."

Then the boy and his father saluted the white flag with the blue cross. They stood at attention with their hats in their hands and said, "I pledge allegiance to my flag and to my Saviour for whose kingdom it stands. One brotherhood, uniting all mankind in service and love."

Then they saluted the American flag. They said, "I pledge allegiance to my flag and to the republic for which it stands, one nation, indivisible, with liberty and justice for all."

"Now," said the father, "we must do what the flags have told us to do. We will go to Sunday school, and we will remember to be good, brave and true, all day."

Then they walked together to God's house. (From The Mayflower, used by permission.)

After the Story:

The sailors have a flag for their ships that is one of the flags of God's kingdom. We have one too, that means the same thing that the ship flag means. We call ours the church flag, and it has the same colors as the American flag. (Show church flag.) Shall we ask two color-bearers to hold the flags while we salute? One may hold the American flag, and the other may hold the church flag. We will salute the American flag.

NOTE.—All children, not omitting the members of the kindergarten classes, are proud to stand and salute the flag in the public

schools. How much of the meaning of the ceremony they get, we cannot tell. We do know, however, that they love to do it, and that it means to them fine, big things that are vague but splendid. If you prefer, however, use the simpler pledges as they are given here.

Salute to the flags. The American flag is held before the children as, with right arms extended in the usual way, they say:

I pledge allegiance to my flag, and to the republic for which it stands, one nation indivisible, with liberty and justice for all.

Or,

This is the flag that I love to wave;
It belongs to Americans good and brave.
I'll try to be brave and good and true,
And I promise to honor the red, white and blue.

Saluting the Christian flag, the children say:

I pledge allegiance to my flag, and to the Saviour for whose kingdom it stands, one brotherhood uniting all mankind in service and love.

Or,

The flag of God's kingdom I love;
Beneath it like brothers we sing.
Together we stand
Brave and true, hand in hand,
Our kindness and service to bring.

Song: *America* (first verse).

March:

The color-bearers lead, and all sing, "Onward, Christian Soldiers."

Show pictures of children of other countries and say that they belong to God's kingdom just as we do. We could not

understand them if they should talk to us, but *God* can understand everything they say.

Prayer:

Dear heavenly Father, we like to think that some of the children in the far-away countries are speaking to thee, just now, and that thou art listening to every one of us. Thy kingdom is the whole world, and we could not find a place that is not thine. We are glad. Amen.

Stand at attention as the flags are folded carefully and put in a safe place.

Song: *Little Good-by Song* (Songs for Little People, No. 94).

"To every little child to-day,
We sing good-by, good-by;
Be kind and gentle, good and gay,
Good-by, good-by, good-by."

Material for the Next Lesson: Bible pictures and mounts, paste and scissors.

"The Hope of the World," a picture published by the Missionary Education Movement, New York.

LESSON XXII

THE HOLY BIBLE

To-day, as the children assemble, play "The Church" (Songs for Little People, No. 9), or the music of "Be Ye Kind, One to Another" (Songs for Little People, No. 44).

"The Chimes," in Lesson XXIII, is also suitable for use at this time.

Song: *This Is God's House.*

"This is God's House, and he is here to-day,
He hears each song of praise and listens when we pray."

A Talk:

Do you know the name of this book? (You have a Bible in your hand.) Can you see these gold letters? I will write them on the blackboard and you can read them. "Holy Bible." There is a Bible in our church, and whenever we go to church we hear stories read from it. Do you remember, "Be Ye Kind, One to Another"? That is in the Bible. There is a part of the Bible that tells about going to church. I will read it to you. (Read Psalm one hundred.) If any of the phrases are familiar to the children, let them repeat them and say, "I am glad we have a house of the Lord to enter into." Were you glad when your mother or your friend said, "It is time to go to class"? When you come here you are coming to the house of the Lord. (If you do not hold this class in a church building, of course, it will not be difficult to adjust your remarks.)

Rest Period:

March around the room, a color-bearer carrying the church flag. Have the pianist play "The Chimes" (see Lesson XXIII) as a call to come back to the chairs.

Story: *Building God's House.*

Do you remember the stories we have had about the people who were going to a new home? Who can tell about the great surprise they found one morning when they were hungry? We have had a story about their homes. They took their homes with them, you know, and rested and kept house by the way. It was a long journey! Here is another story about a time when they worked together:

Moses was taking care of the people. He was their captain, and they were called "The children of Israel." Moses talked to God about the children of Israel and God told Moses what to do for them and what to tell them. One day Moses went up on a mountain to talk with God, and when he came down from the mountain he was so happy that his face was bright and shining. He was happy because he had a beautiful, exciting plan to tell. The people crowded around and Moses said: "God wants us to build a house for him. It is to be a church, and everyone is to help."

The people were glad, and one said: "I have soft red silk, and I will give it so that we can make a tent church. We must make it so that we can carry it with us when we journey on."

Another said, "I am taking some gold rings and bracelets to the new home, but I will give them to make God's house beautiful."

Then a man said, "I have no soft, red silk, and no gold to give, but I will go on the mountains and cut down tall trees to make poles for our tent church."

And in the crowd they heard somebody say: "I have no soft, red silk, and no gold. I am not strong enough to go on the mountains and cut down tall trees, but I have oil, and I will put it in the golden lamps so that they will light the church at night."

Then the little children ran and brought the things they loved best, and gave them to Moses for the church. Some of

them took tiny gold ear-rings from their ears, and some gave their little coats, if they were made of soft wool, and there were pretty colors in the stripes. Some of the mothers had precious stones, red and blue and green, and very bright when the sun shone on them. They gave these precious stones to Moses, and when all of the people had given the prettiest and best things that they owned they went to work. They melted the gold, and made a gold box in which to keep the most precious things. They made a gold candlestick too, with places for seven candles. Some of the people took the lovely red and purple and blue silks that were brought and made a beautiful curtain. Everybody worked, and then one day, the church was finished. There was a yard around it, and they called it a "court." There were gates that opened and shut. Now the people could go into God's beautiful house, and talk to him, and sing to him. They were so thankful and glad that when they went to church they sang:

"Enter into his gates with thanksgiving,
And into his courts with praise."

Prayer: (Have the children stand and say "David's Prayer." Say that it is in the Bible.)

"It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High. I will praise thee, O Lord, with my whole heart." Amen.

Song: *Be Ye Kind, One to Another.* (Songs for Little People, No. 44.) (These words are in the Bible also.)

Activity:

If possible, march into the church and show the children the Bible on the desk. Walk about noticing anything that you think will interest, such as stained-glass windows, organ pipes, carvings, font, etc. Say quietly, "I was glad when they said unto me, Let us go into the house of the Lord."

Show pictures of stories that are in the Bible. Let the children mount small pictures illustrating the Bible stories they know on cardboard to take home.

Song: Ask the children to choose a song.

Benediction:

Dear Lord, watch us and take care of us until we meet again. Amen.

NOTE.—As you bid the children good-by, lead them to agree to try to bring money for the mite box when you come to the next lesson. Speak of it as being a gift brought to God's house.

LESSON XXIII

TALKING WITH GOD

Ask the children to take their places quietly as the music of "The Church" is played.

Greeting:

Beckon each child in turn to come to you. Shake hands and whisper that you are glad that he or she is here.

Song: *This Is God's House.* (Speak of the church as "God's house." Rejoice in the fact that you can come to God's house on week days as well as on Sunday.)

A Talk:

I know some children who go through a gate when they go to visit in God's house. When they are inside the gate, they walk through a long courtyard with grass on either side of the path. They say as they go through the gate and walk down the path, "Enter into his gates with thanksgiving, and into his courts with praise." Do you know where they found that verse? Yes, in the Holy Bible.

Now we are going to church, and we will sing and pray and God is here, and he will listen.

A Service:

If this class meets in a church house, and your church is open, take the children there and let them sit in the pews during this little service. Or, arrange the chairs in rows like pews at one end of the room. Place the Bible on a table, and agree that you will all go to church. Ask the children to go as far as they can from the improvised church, and in different directions. Tell them to walk to church when they hear the

SCHOOL OF THEOLOGY

church bells. Play "The Chimes," or, ring a bell. When all are seated, rise and sing.

Song: *This Is God's House.*

Sermon:

When Jesus lived here on the earth he often talked to the children and told them stories. When he was tired his friends thought the children should go home and let him rest, but he said, "Let the little children come unto me." How glad they must have been to hear him say that!

"I think when I read that sweet story of old,
When Jesus was here among men,
How he called little children like lambs to his fold,
I should like to have been with him then."

The children listened to Jesus, and I know that when he asked them to do things they were glad to obey. When your mother speaks to you, you can hear her? Even when you cannot see her?

The heavenly Father spoke to a boy named Samuel a long time ago, and Samuel listened to every word. Do you know the story of Samuel? He was Hannah's little boy. She had asked God to send Samuel to her, and when he came Hannah thanked God, and promised that when he was big enough Samuel should be one of God's helpers. He grew tall and strong, and when he was able to help, Hannah took him to the church to be a helper there. It was a long walk, and as they went hand in hand Hannah told Samuel of all the things he could do in God's house and that he was to be one of God's helpers.

Eli, the man who cared for the church, was old and tired. He needed a little boy to brush away the dust. A little boy could run to the door and open it in the morning. He could see that it was closed at night. Samuel could put oil in the lamp and keep the lamp lighted. Samuel lived in the church

with Eli, and Eli loved him. When Hannah came to church she brought little coats for Samuel, and she told him about the garden at home, and about his father and his little brothers.

At night Samuel slept in the church. It was a beautiful place, and Eli was near. One night Samuel heard, "Samuel! Samuel!" He jumped up and ran to Eli. "Here am I," he said.

"I did not call," said Eli, and Samuel went to sleep again.

He heard again, "Samuel! Samuel!" Again he ran to Eli, and he said, "Here am I, Eli, for you called me!"

But Eli said again, "I did not call, go and rest."

Once more Samuel heard someone say, "Samuel! Samuel!" and when he went to Eli, Eli said, "It must be God's voice that you hear. When he speaks to you again, say, 'Thy servant heareth.'"

Samuel listened and he heard his name called again, and it was God's voice that he heard! God told Samuel many things that he wanted Eli to know.

In the morning Samuel told Eli what messages God had sent. Samuel was God's messenger. We do not hear God's voice with our ears as Samuel did. The heavenly Father makes us feel what he wants us to do. When you disobey, how do you know that it is wrong? Yes, you feel that it is. You can tell when you are a good child by the way you feel. That is the way in which God speaks to us. And God hears when we speak to him. Sometimes we sing our prayer. Shall we sing to God now? We will thank him for the good times we have here.

Sing with heads bowed the refrain of "Morning Hymn" (Songs for Little People, No. 2). "Father, we thank thee."

God hears us when we speak. Shall we *say* our prayer?

(Say) Father, we thank thee.

God hears us when we whisper. Shall we *whisper* our prayer?

(Whisper) Father, we thank thee.
God hears us when we think! Shall we *think* our prayer?
Silent Prayer (say the "Amen" aloud).

Song: *Praise Him, Praise Him.*

Offering:

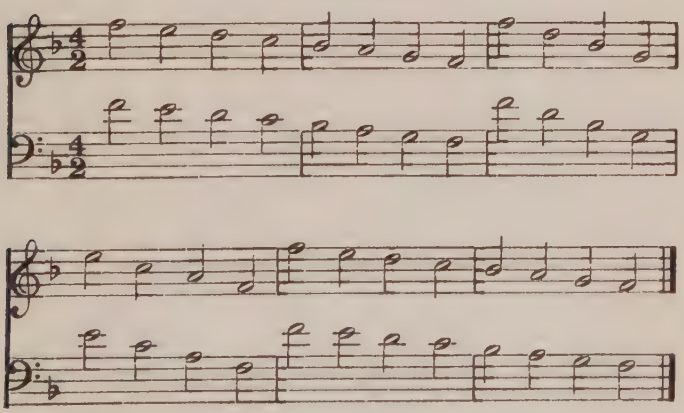
Quiet music may be played as the children go to the table and put the money they have brought for buying presents at Christmas into the mite box. With the mite box in your hand say:

Bless our gifts, heavenly Father, and help us to make a child happy when Christmas comes. Amen.

March: A color-bearer may lead the children out of church carrying the church flag, and the march may continue until it is time for the children to go.

NOTE.—This little service need not include the prayer in this form if it is in your opinion too subjective. A simple sentence prayer can be substituted easily.

THE CHIMES



LESSON XXIV

SINGING TO GOD

QUIET music should be played as the children take their places.

Song: *This Is God's House.*

Memory Verse: "Enter into his gates with thanksgiving, and into his courts with praise." Read the one hundredth Psalm, and ask the children to say as much of it as they can with you.

A Song of Praise: *Morning Hymn* (Songs for Little People, No. 2).

Story: *Singing to God.*

Some children were singing a beautiful song. They were singing to the heavenly Father. They stood in a row, and the first child's name was Don. Don's song was sweet and clear. He knew what the words meant. He knew that he was in God's house, and God could hear. He was glad to sing to God. Next to Don stood a little girl. Her name was May. May could not sing tunes very well, but she sang just as loud as she could, for she knew that God loved to hear children sing even when they could not sing very well. May loved to sing to God, sometimes, instead of speaking to him.

A little girl named Olga stood next to May. Olga had come across the ocean in a big ship, and she could not understand what Don and May said. She could not understand the teacher either, and they could not understand her. But God could understand what Olga said, and she was singing to *Him.*

A boy stood next to Olga, and he was singing too. He was

singing the words with his lips and his voice. He was thinking about racing Don and May home after the lesson was over, and he felt sure that he could run faster than either of them. He did not think of the words that he sang. He was not really singing to the heavenly Father. Was he? Were Don and May? Was Olga?

Yes, even when our voices are not in tune or when we do not speak so that the other children and the teacher can understand, we are really singing to the heavenly Father if we mean what we say. Shall we sing to him now?

Songs:

1. "Jesus Loves Me, This I Know."
2. "Father, We Thank Thee."
3. "I Think When I Read."

(Or any hymn suggested by the children.)

Activity:

Making icicles for the Christmas tree. Cut silver or white paper into strips about three quarters of an inch wide and in varying lengths. Roll the paper and paste the end so that it will remain firmly rolled. When the paste is dry push a lead pencil or a knitting needle against the center, until the roll has elongated into an icicle. Finish by using a needle and thread for putting a loop through the pasted place with which to hang the icicle on the tree. A great many icicles of different lengths make a beautiful tree, and to make them even more effective, daub the finished icicles with paste and roll them in artificial snow. As you work plan to send a box of the best icicles to a neighboring Sunday school or an institution as a gift for the tree that will be trimmed there.

Play, "Christmas Gifts," the little play given here, or another from the same book.

Another way of preparing for the Christmas season is the dramatization of a story. Select a Christmas story with a

great deal of action in it, and after the first telling have the children act it as you tell it. If you tell it in the same way every time, and rather slowly, the little pantomime will be interesting and pretty.

The children will not finish the work of making icicles, nor will the story play lose its freshness, so use these activities several times on the days nearest Christmas.

A Good-by Song

(to be chosen by the children).

CHRISTMAS GIFTS[1]

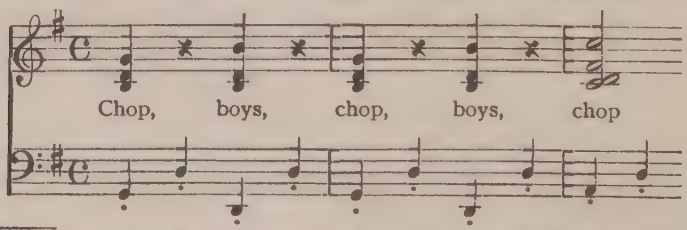
(*The teacher and children sit in a circle, with an open space left next the audience. The exercise will require some little rehearsing, to learn the song, and that the children may select the gifts they are to act out and practice doing this. The rehearsing should be made interesting and like a game, so that the final performance shall be spontaneous.*)

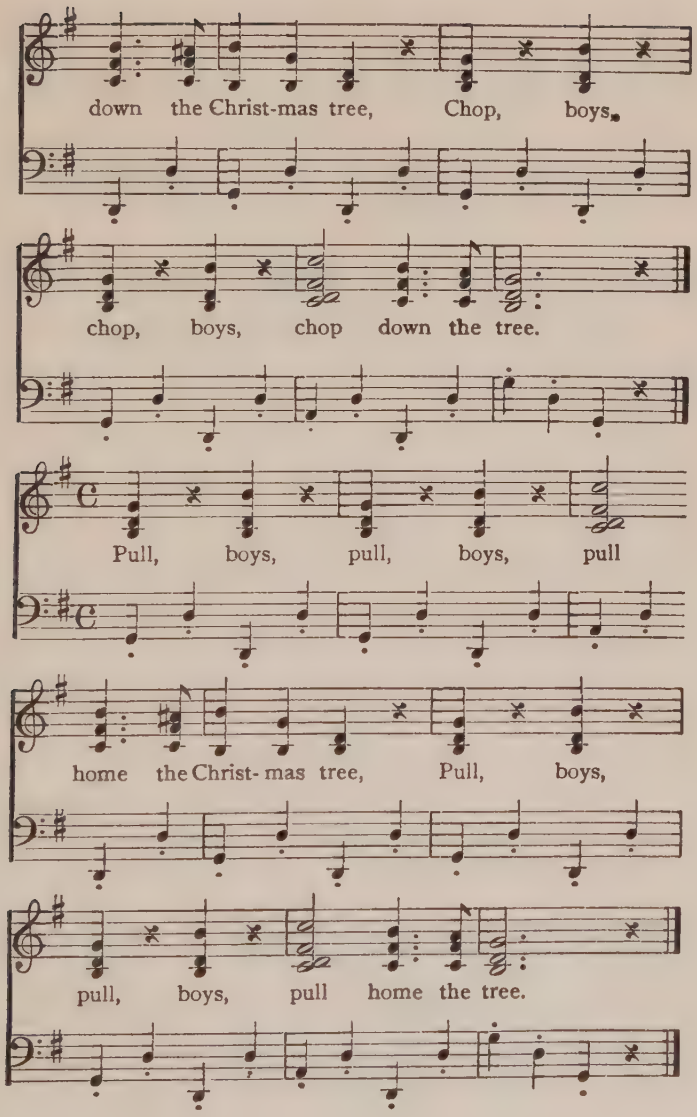
TEACHER: Would you like to cut down a Christmas tree?

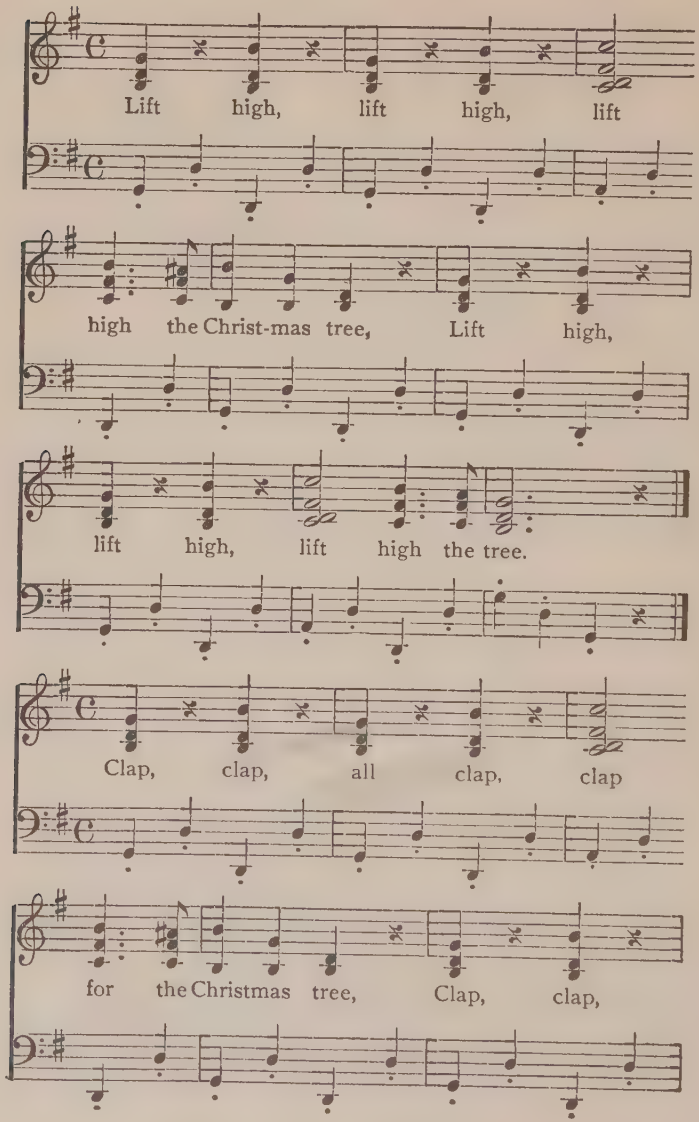
CHILDREN: Yes, we'd like to. Yes! Yes!

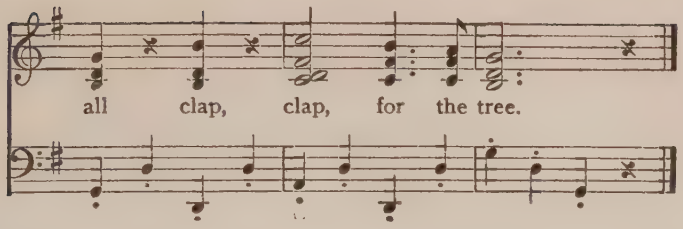
TEACHER: I will choose two of my largest boys to chop the tree.

(*Two boys go to one side of the circle and pretend to chop a tree, in rhythm to the following song, which all sing.*)



[1] From The Children's Christmas Tree, by Frances W. Danielson. Copyright by the Pilgrim Press.

down the Christ-mas tree, Chop, boys.
chop, boys, chop down the tree.
Pull, boys, pull, boys, pull
home the Christ-mas tree, Pull, boys,
pull, boys, pull home the tree.


Lift high, lift high, lift
high the Christ-mas tree, Lift high,
lift high, lift high the tree.
Clap, clap, all clap, clap
for the Christmas tree, Clap, clap,



TEACHER: Now the boys must pull the tree home on their sled.

(*The boys in pantomime put the tree on a sled and pull it to the other side of the circle, while the other children sing.*)

TEACHER: Now I will help these boys to set up the Christmas tree.

(*The teacher and boys pretend to set up the tree while the other children sing.*)

TEACHER: We must hang some gifts on our Christmas tree. Who has gifts for grandfather?

(*Four children raise their hands. The teacher leads one of these children to the open space in the circle, facing the audience, and pretends to take the gift from the child, and hold it behind her.*)

TEACHER: Before I hang your gift on the tree I want you to act out what it is, so that the big people may guess it.

(*The child peers through the curved thumb and finger of each hand, to represent spectacles, and after some one in the audience has guessed the gift the teacher pretends to hang it upon the tree. In the same way the other gifts for grandfather are acted out and guessed. An imaginary scarf is twisted about the neck and tied, an umbrella is opened and held over the head, and money is taken from a pocket-book.*)

TEACHER: Which children have presents for grandmother?

(*Three children pretend in a similar fashion to have three*

gifts, representing a book by making believe hold one and read from it, a pair of gloves by putting them on in pantomime, and knitting needles by going through the motions of knitting.)

TEACHER: We must not forget mother. Who have gifts for her?

(*One child represents a clock by swinging his arm to and fro for a pendulum and saying, "Tick, tock!" Another child fans herself with an imaginary fan, a third rings an imaginary table bell, a fourth pretends to look in a hand-glass, and a fifth goes through the motions of pouring tea from a tea-pot into a cup.*)

TEACHER: Whom else shall we remember at Christmas?

FIRST CHILD: Father! I have something for father.

SECOND CHILD: So have I!

THIRD CHILD: And I have!

(*The first child acts out brushing and combing his hair, the second makes believe sharpen a pencil with a knife, and the third pretends to write with a fountain pen.*)

TEACHER: We must have toys for the children. Who has a gift for the brother?

CHILDREN: I have! And I! And I!

(*One child pulls on imaginary rubber boots, another throws a ball in pantomime, a third pretends to beat a drum, a fourth to blow a horn, a fifth to wave a flag, a sixth to shoot a gun, and a seventh to kick a football.*)

TEACHER: Who else is there in the family?

CHILDREN: The sister and the baby.

TEACHER: First let us hang on some gifts for the sister.

(*One child moves her fingers as if playing with a toy piano, another goes through the motions of sweeping with a toy broom, a third pretends to rub clothes on a doll's wash-board,*

and a fourth rocks her arms as if she would rock a doll to sleep.)

TEACHER: Last of all come gifts for the baby.

(*A child pretends to shake a rattle, another to bite on a rubber ring, and a third to swing a ball on a string.*)

TEACHER: How pretty our Christmas tree looks, with its branches full of gifts for grandfather, grandmother, father, mother, brother, sister, and the baby! Let us clap for the tree.

LESSON XXV

CHURCH BELLS.

"The Chimes" played on the piano several times or until the children are in their places, will be a suitable call to order, for this lesson.

Memory Verse:

"I was glad when they said unto me, Let us go into the house of the Lord."

Remark: Sometimes it seems as though that is what the bells say. How many of these children have heard church bells? The bells are in the church steeples, and they ring to tell the people to come to church.

Motion Song: (There are several songs in the kindergarten song books about church bells. Or, let the children make steeples by holding their arms as high as they can over their heads with the tips of the fingers touching.)

As the children are in position described, say: "Church steeples are like fingers pointing up to remind us to stand up straight and to look up at God's sky." (Show picture of a church with a steeple, also a picture of bells.)

Story: *A Christmas Story.*

High up in the steeple hung the Christmas bells. They had hung there many, many years. On each Christmas day they always had rung such beautiful music. One day one of the little bells cracked and could ring no more. A little new bell was hung in its place. Christmas was coming very soon. "What shall I do? I do not know how to play the Christmas music; I do not know how to ring," said the little bell.

"Never mind," said the other bells, "you will know

when the time comes. Just wait and listen, and you will know."

So the little bell waited and listened. The street below was full of people, some coming this way and some going that. At nighttime the street was full of lights; some were the street lights and some were in the store windows; some were in the trolley cars and some were on the automobiles.

But the little bell liked best to watch the people passing, and to hear what they said, for he was waiting to learn what to ring on Christmas day. An old man came by. He was somebody's grandfather. His arms were full of bundles. The little bell could hear him saying, "Now I have something for little John, and for the baby, and won't they be surprised?" And he laughed. Then came some boys and girls hurrying home from school talking and laughing together.

"O, I have something to give to mother and to father," said one. "And I have something for grandmother," said another.

The little bell could hear them each one telling of what they were going to give.

Soon came a good mother walking past with such a happy face and more packages than you could count. There was something for everyone at home—father, brothers, sisters, baby. The little bell watched them all and listened and thought.

At last Christmas Day came and the Christmas bells began to ring. All the people stopped to listen to the beautiful music of their ringing. Then the little bell knew what to say, and it rang out:

"Loving——Giving——
Loving——Giving——"

And all the other bells sang the same story:

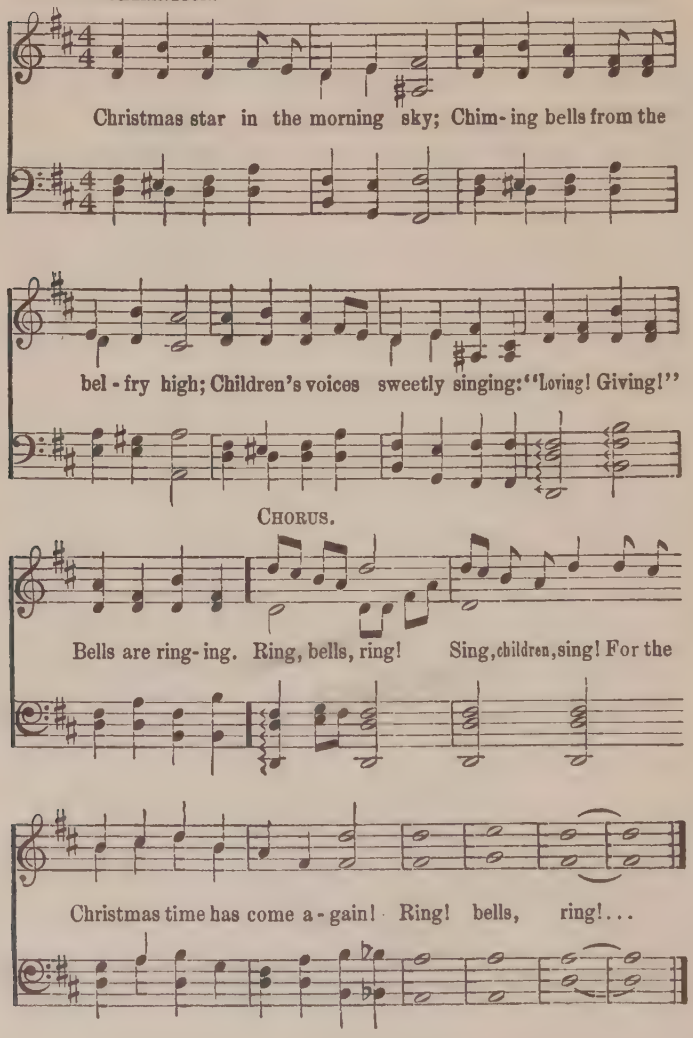
"Loving——Giving——
Loving——Giving——"

(Author Unknown.)

Song:

Christmas Carol.

M. E. WITHERINGTON. H. M. WILKIN.


Christmas star in the morning sky; Chim-ing bells from the
bel-fry high; Children's voices sweetly singing: "Loving! Giving!"
CHORUS.
Bells are ring-ing. Ring, bells, ring! Sing, children, sing! For the
Christmas time has come a-gain! Ring! bells, ring!...

Stand and sing the Christmas carols which the school is learning or the one you have just sung. Remind the children of a carol they sang last year, or teach "Little Lord Jesus" (in Object Lessons for the Cradle Roll, by Frances Weld Danielson, page 104).

LITTLE LORD JESUS

"Long, long ago, on Christmas day,
A Baby in a manger lay,
And slept upon a bed of hay,
Little Lord Jesus.

"Shepherds left their sheep to see
That Baby fair, who came to be
A friend to them and you and me,
Little Lord Jesus."

Activity:

Open mite box, and count money. If there is a sick child in your neighborhood or church, plan to spend this money for crayons and paper to send to that child. There may be a stationer near your place of meeting, or on the homeward way that many of you take. Go together if possible and buy the crayons, deciding upon the box that holds the greatest number or the best colors. If this lesson comes near Christmas, take the gift to the little one at once. If there is time, keep the gift until the next lesson and manufacure a card with a written message suggested by the children with your help, to send with the gift. If it is more practicable for you, send the gift to some hospital, or institution, enclosing a stamped and directed envelope in the hope that the gift will be acknowledged and that the letter can be read to the children.

If you are obliged to buy the crayons and paper later, and alone, make a Christmas card and select some pictures from your store to send in addition.

Play: "Christmas Gifts" (see Lesson XXIV).

LESSON XXVI

GOD'S GREAT GIFT

PLAY "The Chimes" as the children come to order.

Songs:

1. *A Christmas carol* that the children know.
2. *Little Lord Jesus.*

LITTLE LORD JESUS

"Long, long ago, on Christmas day,
A Baby in a manger lay,
And slept upon a bed of hay,
Little Lord Jesus.

"Shepherds left their sheep to see
That Baby fair, who came to be
A friend to them and you and me,
Little Lord Jesus."

Story: *The Story of the First Christmas.*

A great many people were traveling down the roads that led to the town of Bethlehem. Some of them walked and some rode on donkeys, and some on camels. The king had said that they must come to Bethlehem and write their names in his book. He wished to know how many people lived in his country, and he wanted each one to pay him some money. Mary and Joseph left their home and came down the road with the others. They were too tired to hurry, and when they came to Bethlehem, there was a great crowd, and every house was full of people. The only place where they could stay all night was a stable. Cows and donkeys and camels too, were

put there to rest that night, and Mary and Joseph were glad to rest there too.

Night came, and tired people in all the houses were asleep. It was very still. Out in the fields the shepherds were watching their sheep, and it was still there too. In those fields the grass was green, even in winter, and the shepherds often stayed out with the sheep under the dark, blue sky and the shining stars. The shepherds talked together about the things that people had told them. One said, "They say that God will send Jesus to live on the earth."

And another said, "Yes, and when he comes, he will teach us how to love each other better than we do now."

And another said, "I wish he would come!"

"I wish so too," said another.

As they talked, a light came in the sky. It grew brighter and brighter, and the shepherds were afraid until an angel came and said to them: "Fear not, for, behold, I bring you glad tidings of great joy. Jesus has come to live on the earth! You will find him, a little baby, lying in a manger in Bethlehem." The sky grew brighter still, and all the beautiful heavenly angels sang, "Glory to God in the highest, and on earth, peace, good will to men."

The sky grew dark and the angels' song was finished. The shepherds looked at each other with glad, excited faces. "Come," they said. "We will go to Bethlehem and find Jesus, the King of love." Down the white road they ran, and when they came to Bethlehem they found him in the stable, lying in a manger just as the angel had said. For Jesus had come to be Mary's little boy, and Joseph was taking care of them. It was to Mary and Joseph that the baby Jesus had come.

While the angels were singing to the shepherds God had sent Jesus to live on the earth, and the shepherds praised and thanked God for the great gift. They went back to their sheep happy and glad.

That was the first Christmas, for Christmas is the birthday of Jesus Christ. God sent him to be a gift to everyone. We are happy, like the shepherds, and we give Christmas gifts to the people we love, to remind us that Jesus came to teach us how to love.

Song: *Little Lord Jesus.* (Show a picture of the Nativity. If you are fortunate enough to have a picture of the Nativity either in a window or on the wall of your church, take the children to see it.)

Activity:

Mount small pictures of the Nativity, or any of the beautiful Madonnas. Put a loop of worsted or ribbon in the top, so that it can hang on the walls of the children's homes, or be used as a gift for mother or father.

Form a ring and play "Church Bells," singing "Loving—giving," as you pull make-believe bell ropes.

Play: *The Children's Christmas Tree.*

Prayer: *The Lord's Prayer.*

Benediction:

Dear Lord, watch over us and help us to be good until we come again. Amen.

LESSON XXVII

THE WISE MEN AND THE STAR

"The Church" (Songs for Little People, No. 9) played softly will bring the children to the circle.

Greeting: *Merry Christmas to You* (Object Lessons for the Cradle Roll, page 104).

Song: *Little Lord Jesus* (Object Lessons for the Cradle Roll, page 104).

Prayer: Ask the children to think of something they would like to say to the heavenly Father, as a few bars of quiet music are played. Make a short prayer of the responses.

Story:

(Recall "The Story of the First Christmas," in Review.)

The shepherds were the first people who came to visit Jesus. The fields where they were watching their sheep were near Bethlehem, and they ran and found him as soon as the angels' song was finished. It was a long time before the Wise Men found him. There were three men who were called wise because they wished to know everything. They lived in another country far from Bethlehem. In an old book they read that some day Jesus Christ would come to live on the earth. The book said that when he came he would teach people how to love each other very much, and that when he came there would be a new star in the sky. Every night the Wise Men went out of their houses and looked at the stars. They watched for the new star for a long time, and then one night they saw it shining there, big, and bright, and new.

"It is the new star," they said. "We will go and visit the King of Love!" And they started out to find Jesus.

The Wise Men traveled on camels. They sat high on their camels' backs, and the camels stepped softly. The only sound was the ringing of the little brass bells that were tied in the harness on the camels' heads. When the camels moved their heads the little bells rang.

The Wise Men traveled at night and the new star moved across the sky and showed them where to go. They rested when it was day, for the sun was hot, and they could not see the star. The Wise Men put up little tents and rested on the sand while the sun was shining. When night came they rode on, following the star. It was a long journey, but one morning they came to a city. It was the city of Jerusalem. The camels went in through the city gate and the sun came up and it was day. The people crowded round to see these three men from another country. The Wise Men looked down from their high seats on the camels' backs and asked, "Tell us, where is he that is born a king? We have seen his star and have come to visit him."

The people shook their heads, "We know of no king but Herod," they said.

Herod was the king of that city, and the people did not love him. He was not good to them. Herod heard that three men from another country were in the city, asking about a new king, and he was frightened. Herod wished to be the king himself. He sent a messenger to ask the Wise Men to come to his house. The camels kneeled at the door of Herod's house, and the Wise Men went in and told him what they had read in the old book. They told him about the star, and their long journey.

Then Herod said, "Go and find the child and come and tell me, that I may go and visit him too."

When the Wise Men went out of Herod's house, night had

come. It was dark and the star was shining. They mounted their camels and rode away, and the star led them across the sand to another city. It was the town of Bethlehem! The star stood over a little clay house, the house where Jesus lived with Mary and Joseph.

The camels kneeled and the Wise Men went in and found Jesus in his mother's arms. They *knew* that Jesus was the King of Love! They were thankful and glad and they kneeled down and said in their hearts, "Thou art the King of Love, O, Christ, thou art the King of Love." They had brought presents to Jesus. They gave him bags of gold and sweet-smelling powder, and when Joseph saw these presents he knew that Jesus was a King, for those were the things that people gave to kings in those days.

The Wise Men went out to their camels and rode away across the sand to their homes. They did not go back to tell Herod about the King, for they knew that Herod meant a king like himself. The Wise Men had found a very different King—a King of Love for the whole world.

As they rode across the sand under the stars they were very glad because they had found Jesus. They said in their hearts: "Thou art the King of Love, O, Christ. Thou art the King of Love."

Activity:

Show picture of "The Three Wise Men." If possible, march around the church to the music of "We Three Kings of Orient are," and find a star, or a window that tells something of the story.

Or, if this lesson comes on the day when you want to trim your tree, have a joyful time because Jesus came to be the King of Love. Practice Christmas Carols, and perhaps this will be your time for finishing the icicles for the tree.

Show all of the pictures that you have used in this group

of lessons, and as the children tell something of their meaning, pin the pictures on the board.

Prayer: *The Lord's Prayer.*

Song: *A Good-by Song.*

LESSON XXVIII

REVIEW

TRY in this review to reproduce the best there is in the lessons in the group. Review the impressions of the church as God's house. Tell the story of the coming of Jesus, the King of Love.

Quiet Music: *The Church* (Songs for Little People, No. 9.)

Song: *This Is God's House.*

Prayer: *The Lord's Prayer.*

Song: *Little Lord Jesus.*

Story: Retell "The Story of the First Christmas" and "The Story of the Wise Men." (Tell the stories with the Bible in your hand.) Let the children retell the stories if they will.

Activity:

Play "The Chimes" on the piano and ask the children to tell you what they say. Repeat: "I was glad when they said unto me, Let us go into the house of the Lord." Walk about the room in groups as though going to church. If this lesson comes at the time when Christmas trees are trimmed, and you are planning to trim one, this would be a good time to do it. Or, if the weather and the distance make it practicable, take the crayons and paper to the child for whom the gift was bought. Or, make cornucopias as you did at Thanksgiving, and when they are finished, fill them with popcorn, or animal crackers, that the children may learn through receiving how much pleasure is felt by the people to whom we give.

Play: *Christmas Gifts* (see Lesson XXIV).

Songs: *The Christmas Carols.*

Benediction: *David's Prayer.*

"It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High. I will praise thee, O Lord, with my whole heart." Amen.

NOTE.—If you have a yard where you can "plant" your Christmas tree, when Christmas is over, and see it from your classroom window, you can have it to enjoy as long as the cold weather lasts, and the birds will welcome any food that the children tie on its branches for them.

V. HOMES AND FAMILIES

XXIX. Our Homes.
XXX. Homes in Field and Tree.
XXXI. Homes for the Children.
XXXII. Keeping House Together.
XXXIII. Obeying our Parents.
XXXIV. Visitors in our Homes.
XXXV. The Nazareth Home.
XXXVI. Review.

Can two walk together, except they be agreed?—*Amos* 3. 3.

Be ye therefore followers of God, as dear children; and walk in love, as Christ also hath loved us.—*Ephesians* 5. 1, 2.

LESSON XXIX

OUR HOMES

As you teach these lessons on homes and families pay special attention to the children's birthdays. Remember in your prayers any who are ill and send little gifts of handwork to them with loving messages. Help the children to see how much joy there is in the doing of little things for friends and plan to have each child receive some attention, that they may learn by experience how pleasant it is.

Birthdays can be celebrated in various ways. The children may make a paper crown for the birthday child, to be worn during the hour and to be put away for use at another time. A paper chain may be made and placed around the neck of the child to be honored, or a bow of paper or ribbon tied on the chair that she will occupy. Boys will like the birthday privilege of choosing games and songs and if you do not want to give time to birthday celebrations, print the child's name and "Happy Birthday," on the board and help the children to read it.

Birthday Exercise: The teacher says:

"What shall we give to the birthday child,
A blessing, a kiss, or a golden ring?"

The children say:

"A kiss lasts only a moment or two,
A ring may be lost ere the year is through,
But the blessing of God is a precious thing,
So the blessing of God is the gift we bring."

A sentence prayer follows, asking God to bless the birthday child.

(Standard Publishing Company. Used by permission.)

While the cold and storms of midwinter keep the children indoors much of the time, they can learn that the happiness of home depends upon each member of the family, no matter how small that member may be.

The money that is brought for the mite box during the time when these lessons are in use should be spent for little gifts to be taken to the homes of the children. A flower for a sick mother, or an orange for an ailing child. Encourage the children to repeat Memory Verses at home and ask what was said when the songs learned in the class were sung, then if you can, call at the homes and explain that the children would like to tell of what goes on in class if they were encouraged. Suggest the retelling of stories at home.

New Year's Greetings:

Wish each child a Happy New Year, and when they are seated sing to them "A Happy New Year" (Songs for Little People, No. 67).

"The old year now has run its race,
The new year comes to take its place.

"The old year brought much love and joy,
To every little girl and boy.

"O may the new year happy be,
And full of good for you and me!"

Song: Morning Song (see Lesson I).

Story: *Harold's Pigeon House.*

A pigeon house stood on a high pole in Harold's garden. A mother pigeon lived there with her two little pigeons, Little Brother Pigeon and Little Sister Pigeon. Harold could see them fly in and out, and he could hear them talking together. Harold's father had built the house, and he had made the little

door so that it would close when Harold pulled a long string. Early every morning Harold ran into the garden and pulled the string. Click!—the little door flew open! Out flew the pigeons. Away they went over the trees and far away, so far that Harold could not see them. All day they flew through the sunshine. They found good things to eat, and saw many wonderful things. But when the sun was near the hilltop, and it was nearly time for Harold's supper, they all flew home. One by one they stood for a minute in the little doorway. Then in they popped!

Before Harold went to bed, he ran out and pulled the string. Snap! went the little door, and the pigeons' house was shut. The pigeons were safe at home, and they were glad, for their soft gray wings were tired with flying. They cuddled down in the soft nest and talked. Harold could hear them say, "C'roo, C'roo," over and over again.

"Mother, what do the pigeons say?" asked Harold. "How can they understand?"

And his mother said: "The pigeon mother knows what the little pigeons say just as well as I know what *you* say. They are doing what *we* do—telling about the things they have seen to-day."

"What do you suppose they saw?" asked Harold, and his mother told him this story.

"Little Sister said, as she found a very comfortable place near Mother Pigeon, 'I fluttered to a window sill to-day, Mother Pigeon, and looked in. I saw a little girl helping her mother. They were shelling peas. When they saw me they were very still because noises frighten me, you know. The little girl put some fresh green peas on the sill for me, and they tasted very good. Then I flew away and soon I heard children talking, and there on the steps of a house were some little girls sewing. They had had a party and they had left *all* the crumbs for me! They laughed when they saw me walking on

the tea table eating the crumbs; so I said "C'roo, C'roo," and flew away.'

"'I am glad you remembered to say "Thank You,"' said Mother Pigeon. 'What did Little Brother Pigeon see to-day? Tell us all about it.'

"'I saw a lot of boys, Mother Pigeon,' said Little Brother Pigeon.

"'Did they throw stones at you, Little Brother Pigeon?' asked Little Sister Pigeon.

"'No,' said Little Brother Pigeon. 'They were helping their father. They were very busy. They were building a new fence around their house. How hard the boys worked! They carried boards and hammered nails and pounded stakes. They said it was to be a surprise for their mother, who had gone to town to pay a visit.'

"'I have noticed,' said Mother Pigeon, 'that when people finish hammering fences they paint them. Do not walk on that fence to-morrow, Brother Pigeon. Your pink feet would leave marks in the paint that the boys will put on the fence to surprise their mother.'"

Just then Harold pulled the string—and click! the pigeon house door was shut. Night had come and the pigeons were ready to rest.

Poem: Read or repeat, "The Pigeons' Flight"—"Holiday Songs," by Emilie Poulsson.

"The Pigeons' Flight" or a dramatization of the story can be used as a ring game, the ring serving as a pigeon house. The pigeon family fly about the room, returning to their home to rest as they tell what they have seen.

Draw a pigeon house on the blackboard. Bring out the picture collections and ask the children to find pictures of homes and to tell whose homes they are. Arrange the pictures of homes in a row on the board.

Song: *A Child's Thanks.* (Songs for Little People.)

"We thank thee for our happy homes,
Our fathers and our mothers;
And may we children be polite
And helpful to the others."

Prayer:

We are glad, dear God, that the pigeons and the children have homes. We shall feel safe at home to-night, for we know thou art watching over us while we sleep. Amen.

Song: *The Pigeons' Flight* (first and second verses). (Sing the verses when the children are all ready to go home and let them fly out as you sing the second verse. Ask them as they are preparing to go what they are going to tell about at home.) Any of the Pigeon house songs from the Kindergarten song books are good.

Additional Material: 1. "Over in the Meadow," by Oliver Wadsworth. Found in Child Life, by John Greenleaf Whittier. 2. "What Does Little Birdy Say?" by Alfred Lord Tennyson. Found in many collections. 3. "The Pigeon House," Chapter II, in Two Children of the Foothills, by Elizabeth Harrison.

For Lesson XXX have ready a bird's nest, a cocoon, bulbs, seeds, shells.

LESSON XXX

HOMES IN FIELD AND TREE

READ poems about homes such as "A Chill," by Christina Rossetti, aloud, and let the children comment.

Song: *Winter Hymn.* (Songs for Little People, No. 108.)

Prayer: *David's Prayer.*

Song: *Be Ye Kind.* (Songs for Little People, No. 44.)

Story: *Each Likes his own House Best.*

Once upon a time there was a little toad who thought his own home was the best home in the world. Such a funny home as it was too! But God had given it to him, and, of course, it was just the right home for the little toad. Where do you think it was? No, it wasn't a nest in a tree. It was just a little hollow under a stone where it was all dark and damp and cool as could be. The little toad liked it so much that he thought everybody and everything else in the world must wish for such a home as his. So one day when a robin came flying by he called to the robin, and said he, "Please wait a minute, dear robin, I want to ask you something."

So the robin perched overhead on a bough and chirped politely, "Well, sir, what is it?"

Said the little toad,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the Robin sang,

"It may suit you, but it wouldn't suit me.
I love my nest in the spreading tree.
That's the dear home that God gives me."

Then he flew away. Pretty soon the little toad hopped along near a brook, and he spied a tiny fish swimming in the water, so he asked the fish,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the fish said,

"It may suit you, but it wouldn't suit me.
God made the rivers, the lakes, the sea,
Full of clear, bright water for fishes like me."

Then he swam swiftly away. Then a squirrel came whisking by and the little toad asked him,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

But the squirrel twinkled his little bright eyes, and said he,

"It may suit you, but it wouldn't suit me.
I like my nest in the hollow tree;
That's the snug home that God gives me."

Well, the little toad was more and more puzzled when along came a happy little boy whistling a merry tune. "I'll ask him," said the toad. "He ought to know what home is best." So he called to the boy,

"Wouldn't you like to live like me,
Under a stone where it's cool as can be?"

How the little boy laughed!

" 'O no,' said he, 'that might suit you, but it wouldn't suit me.
My father and mother and I, we three,
Have the dearest home in the world, you see;
But mother tells me that God knows best,
For the fishes the sea, for the robin his nest,
For the squirrel his hole in the hollow tree,
And your stone for you where it's cool as can be.' "

So the little toad hopped back happily under his stone where it was damp and dark and cool as could be.

(Found in Course One of the Christian Nurture Series, Published by the Young Churchman Company, Milwaukee. Used by permission.)

Activity:

Place a bird's nest, a cocoon, hyacinth or paper lily, bulbs, seeds, and shells on the table and let the children handle them freely. Tell about the little creatures whose homes these are. Some of the little people are still at home but asleep. The hyacinth is packed away and asleep, and the sunshine and a drink of water would waken it. It would like to stretch until it burst the little brown home. Fill a hyacinth glass with water and place the bulb, ready to grow.

Draw, or, have the children draw, pictures on the board or on paper of homes, and clap for the child who guesses whose home it is. Recall and dramatize the twenty-third Psalm.

Song: *A Child's Thanks.* (Songs for Little People, No. 144.)

"We thank thee for our happy homes,
Our fathers and our mothers;
And may we children be polite
And helpful to the others."

Song: *A Good-by Song.* (Songs for Little People, No. 94.)

Fly out to the music of "The Pigeon House" song sung at the last lesson.

LESSON XXXI

HOMES FOR THE CHILDREN

To-day, before you tell the story, suggest playing that you are the mother and that the children are *your* boys and girls. An open fire would be an ideal symbol of the brightness and warmth of true homes, but any way of getting together informally on the floor, or chairs will seem homelike to the children. Fly to your places both in the circle and at the table as "The Pigeon House" music is played.

Song: *A Morning Song* (see Lesson I).

Poem (to be read to the class):

THE PLAYMATE OF NAZARETH

"Little Lord Jesus, who used to play
With the children of Nazareth every day,
Look down from heaven, O Playmate mild,
And hear the prayers of a little child.

"As you used to help your dear father work,
Teach my little fingers not to shirk;
And as you used to play when the work was done,
Be near and watch over my games and fun.

"You know all the woes of a little lad,
So help me and comfort me when I am sad.
You used to be laughing and cheerful too,
So make me a happy boy, Lord, like you.

"Little Lord Jesus, who played like me,
On the shore by the lake in Galilee,
Take care of a little child, I pray,
And help me remember you every day."

(Mary Youngs, by permission of the New York Times.)

A Talk:

Shall we make believe that we are going to build a house for some children to live in? First, we must find a beautiful place for it. Do you think there should be trees so that the children can play out of doors when the sun is hot? We will have a garden too. Now we must ask workmen to come and dig the cellar. Children are too small to help with the cellar. When it is dug the carpenters will have to come with long boards and hammers and nails. When the house is built and the roof is on, the house is not ready for the children to live in. A great many more people must help. Can you tell who they are? Yes, painters and plumbers, and the men who are strong enough to carry the beds and chairs up stairs. Fathers have to do a great deal about making a house for children. Can you tell what the fathers do? Mothers have a great many things to do, to make the house a happy place for the children. What do mothers do to help? (Encourage the children to talk and build your talk on their suggestions, leading them to discover how much thought and care is given to making a home.)

Children cannot do very much about building houses, can they? Can they do things to help, after the house is built? Tell me all the things a child can do to help. A child can dry the dishes, and pick up his own toys. He can lace his shoes and polish them too. (Ask what these children do at home, taking it for granted that every member of a family has a part.)

Does it make people happy to hear children tell stories? And sing? And say verses? And think of ways of helping?

Did you know that in a country called Japan the houses are made with paper walls?

The Indian children live in tents out in the woods. (Discuss.) Up North, where the snow stays all summer and it is cold, the children live in houses made of blocks of ice. Across the ocean, in Africa, the houses are made of mud and grass.

Can you tell me about some queer houses? Are the people in these queer houses happy if the children help and obey?

Activity:

Freehand drawing, cutting, or tearing. Give the necessary material to the children and ask them to make pictures of the things in their homes or the tools needed to make homes.

Play: *The Tidy Game.*

A child hides his eyes. Several things are put about the room, out of place. A blackboard eraser is on the floor, or perhaps somebody's rubber or mitten is on the table. A box of crayons is spilled. At the word "Ready!" the child opens his eyes, and if he discovers the disorder, he puts the things away. This can be played several times.

Song: *Be Ye Kind.* (Songs for Little People, No. 44.) Other songs asked for by the children.

Prayer: *The Lord's Prayer.*

An exchange of good-bys and messages sent, such as: "Tell your mother what a good time we have had to-day." "Tell your father the story about the home when *he* comes home to-night." "Ask your big brother to tell you how many people it took to build your home."

Additional Material: "How the Home was Built." (By Maud Lindsay, in "Mother Series.") "The house that was built in half an hour." (By Margaret Applegarth in "Primary Missionary Stories.")

Material for Lesson XXXII: Moist clay will be needed for Lesson XXXII, and if you plan to serve refreshments, prepare for that in any way best suited to your resources.

LESSON XXXII

KEEPING HOUSE TOGETHER

To-day we will vary the program by beginning with the handwork. Greet the children as they arrive and have them go directly to the table. Explain that you are going to have a party, and that, first, you are going to make the dishes. Give each child a piece of moist clay. Make a ball of the clay and press the thumbs into the top, working toward the edge all around until it somewhat resembles a saucer placed on the table to copy. Stand the plates on a sunny window sill or a radiator to dry, enough so that a cracker can be placed in each one later in the hour. If you feel that the clay will not dry, make doilies of paper, fringed or pinked, by the children, on which to serve the refreshments. When the dishes or doilies are finished, stand and sing several songs. As quiet music is played, have the little chairs arranged in a circle. When the music stops, the children should be seated ready for the story.

Story: *The Cratchits' Christmas Dinner.*

It was Christmas and the Cratchits were going to have a splendid dinner. There were so many children in the Cratchit family that although Father Cratchit worked as hard as he could there were times when there was not enough to go round. But the little Cratchits and their mother did not mind.

At the Cratchits' everybody helped to keep house, and it was a cozy, happy place. There were besides Mother Cratchit and Father Cratchit, Martha, the big sister; and Belinda, almost as big; Peter, the brother who helped so much; and the two little Cratchits, besides Tiny Tim. Tiny Tim was lame. He

carried a little crutch when he went about the house, but when he went out Peter or Father Cratchit always carried him.

When Christmas day came Father Cratchit carried Tiny Tim to church to sing the carols, and to hear the Christmas story. The others flew around and cooked the Christmas dinner—the best dinner of the whole year. Belinda and Mother Cratchit laid the cloth, very smooth and straight. Peter blew the fire until the potatoes boiled so hard that they knocked loudly at the sauce-pan lid to be let out and peeled. The two little Cratchits sniffed the air and said they were sure the goose was nearly done. They danced round and round the table, telling Peter what a splendid brother he was as they danced. Then Martha, who had had errands to do, came home, and soon Father Cratchit came in carrying Tiny Tim, and telling what a good boy he had been in church.

Tiny Tim sat in his little chair before the fire warming his cold little hands while Mother Cratchit made the gravy—and plenty of it too—hot and brown. Then the goose was ready. Peter mashed the potatoes harder than potatoes had ever been mashed before. Belinda sweetened the apple sauce and dusted the plates. The two small Cratchits set chairs for everybody and crammed spoons into their mouths to keep them from screaming for goose before it was their turn to be served.

The Cratchits had never even dreamed of such a good goose. When every bit of it was gone, and all of the potatoes and apple sauce too, Belinda changed the plates. Mother Cratchit went into the kitchen to bring in the pudding. Suppose it should not be done after all! What if it should break as she took it out of the pot? But very soon there it was steaming hot on the table in front of Father Cratchit, looking like a speckled cannon ball with a piece of holly stuck into the top.

At last the dinner was all gone, and the table cleared. Father Cratchit swept the hearth and put more coal on the fire and all the Cratchits sat around it. Peter put a lot of chestnuts in the

hot ashes to roast, and what a time they had! How happy everyone was! Father Cratchit, who was as happy as anyone, said, when they had had stories and fun enough to last a long time, "God bless us all, my dears, God bless us all!" And Tiny Tim, who was sitting very close to his father, holding his hand, called out "God bless us, every one!"

Free Play: *A Party.*

Carry the chairs to the table and place a clay dish in front of each child. When all are ready, bring out a surprise of animal crackers, small candies, or lumps of sugar. If, happily, it is the birthday of anyone among the children or teachers, a little birthday cake will add to the happiness and good will of the occasion. Make believe you are the Cratchit family, and act accordingly. Put away the little clay dishes for another occasion.

Song: *Morning Hymn.* (Songs for Little People, No. 2.)

Prayer:

Bless us, our Father, as we bow our heads and pray to thee; bless us as we go to our homes; bless us and keep us safe all the days till we come again to our school. We thank thee. Amen.

Poem:

Remark: Here are some verses that make me think of Tiny Tim:

"Loving Jesus, meek and mild,
Look upon a little child.

"Make me loving as thou art,
Come and live within my heart.

"Take my childish hand in thine,
Guide these little feet of mine.

"So shall all my happy days
Sing their pleasant song of praise."

(Abridged—Charles Wesley.)

LESSON XXXIII

OBEYING OUR PARENTS

A Child's Thanks, Songs for Little People, No. 144, or *Be Ye Kind,* Songs for Little People, No. 44, will prepare the way for the story.

Story: *Joseph's Brothers.*

How would you like to live in a tent? A boy named Joseph lived in a tent in that long-ago time that the Bible tells about. So did Joseph's aunts and uncles and cousins. Joseph loved his home, and as his big brothers were away caring for the sheep most of the time, he did a great deal to help his father.

Joseph's father owned a great flock of sheep. The big brothers were the shepherds and stayed with the sheep, just as David did, to watch over them and protect them from lions and bears. The brothers wanted the sheep to have plenty of green grass to eat, and so when the grass that grew near the tent home was all nibbled away they sometimes moved to a place where the grass was fresh and green. The big brothers took down the tent and folded it up. They laid it on a donkey's back, or, perhaps a camel carried it and their beds too, to the place they had found for the home.

Sometimes when the grass near home was brown they did not move, but the brothers took the sheep to a far away pasture and stayed to watch them. They stayed out all night in the pasture and were away from home for days and days.

One day Joseph's father gave him a present. Children love the presents that their fathers give them, and Joseph loved his present. It was a pretty coat, prettier than the coats his brothers wore. The Bible says that Joseph's coat had many

colors in it. It was made of wool from the backs of the sheep that Joseph's father owned. Somebody had woven the wool over and under, over and under, and put in pretty blue and red and yellow stripes.

Early one morning the brothers led the sheep far away to a pasture behind the hills. The grass was greener there. It was very far from the tent home. Day after day went by and the brothers did not come back. Then Joseph's father said, "Go and see if thy brothers are well."

Joseph said, "I will do just as you want me to do." And he started to go to that pasture far away behind the hills.

It was a long walk. When Joseph came to the pasture behind the hills his brothers were not there! He could not see a lamb or a sheep. He wondered! A man who was working in the field saw Joseph, and said, "For whom are you looking?"

And Joseph said, "For my brothers. Can you tell me where they are feeding their flock?"

The man said, "They are gone from here, and are over behind the *next* hill."

Joseph was tired, but he went on and found his brothers. They saw him coming and they knew that it was Joseph because he had on the pretty coat his father had given him. They could see that because of the bright colors. As Joseph came nearer and nearer the brothers said, "Surely, our father loves Joseph very dearly; see, here he comes wearing the gay coat our father gave him."

Joseph had obeyed his father, but it was a long lonely journey.

Activity:

Dramatize the story, just told. Assign the parts and let every one take part, for there will be room in the flock for any that are too shy or quiet to be the leading characters. When the play is well started let it be free play, the only cos-

tume being a coat for Joseph quite easily adapted from a scarf or table cover.

Or make a little *game* by acting the story suggested by the finger play of the family. Five children in a row will take the place of five fingers. As members of the Finger Family, they may rise and bow as they are mentioned in the song. A good song for this game is "The Finger Family" (Songs for Little People, No. 153).

THE FINGER FAMILY

"I have a small family here,
A family full of good cheer,
A father, a mother a sister and brother,
A baby so cunning and dear,
A baby so cunning and dear.

"You see the good father so strong,
The mother so kind all day long,
The tall sister, merry, the small brother, cheery,
The baby, let's sing him a song,
The baby, let's sing him a song."

A Little Game of Obeying. When Joseph's father told him to find his brothers he started at once. That is obeying, isn't it? It makes me think of soldiers when children obey quickly, for soldiers obey their captains that way. Stand in a row like soldiers and I will be the captain. Now see if you can obey as soldiers would.

Hands up over your heads. Hands at your sides. Hands over your eyes. Stand on tiptoe like tall people. Stand on one foot. Stand on the other foot (etc.). Now sit, but be ready to jump when I call your name. Please bring me the chalk, John. Thank you. Will you close the door, Mary? Thank you (etc.). Show me what you would do if your mother

said, "Dry these dishes, Tom." "Amuse the baby, Bertha." "Water the plant, Ann" (etc.).

Song: *Morning Hymn.* (Songs for Little People, No. 2.)

Prayer:

Dear heavenly Father, help us to obey our fathers when they ask us to help them just as Joseph obeyed his father. We are glad that our fathers love us as Joseph's father loved him and we like the coats they give us as much as Joseph liked his coat. Amen.

The children will model Eastern houses, as their handwork, with Lesson XXXIV, so plan to have moist clay ready to use.

LESSON XXXIV

VISITORS IN OUR HOMES

If you can arrange to have a little stranger child visit the class to-day, it will help you in teaching hospitality. Failing a real visitor, make believe that *you* are a stranger in a family of children. The visitor's name can be substituted for "Children" in "Little Song of Welcome," and he may beckon and shake hands in the welcome game. See that the visitor is considered in every way.

Greeting: *Little Song of Greeting.* (Songs for Little People, No. 95.)

The Welcome Game:

As the children sit in the circle, the visitor beckons to them in turn, and each child crosses the circle and shakes hands with him.

Songs: Sing what you think the visitor would like to hear. Ask the visitor to sing alone. Guide the choice to the songs suited to this series of lessons.

Story: *A Visitor.*

There is a story in the Bible that you will like to hear to-day. In that long-ago time, when people wanted to go from one place to another, they walked or rode on donkeys, for there were no trains. A man named Elisha walked from one place to another, teaching people about God. Elisha loved God, and God often helped Elisha to do very wonderful things. One day, as Elisha was walking, he came to a square clay house. He was tired and hungry, and the woman who lived in the clay house asked him to go in and rest and eat. The

woman was glad when she found that Elisha was a teacher, for she wanted to know a great many things. She asked many questions, and Elisha told her all that she wanted to know. After that they were friends, and when Elisha passed that way again, the woman asked him to rest and eat the little cakes that he liked. One day she thought of a lovely plan. She said to her husband: "I see that Elisha is a friend of God's. He passes here so often, let us make a little room for him on the roof of our house. We will put in it a bed, a table, and a chair. We will put a candlestick on the table. It will be Elisha's own room, and whenever he comes this way he shall stay with us and rest."

And that is just what they did. They went up the little outside staircase to the flat roof of their house and built a little room. They made a window in it and the carpenter made a chair and a table. They put a soft rug for a bed and on the table they placed a candlestick.

How they must have wanted Elisha to come and see this happy surprise! How surprised Elisha must have been when he did come, tired and dusty, and found a little room all ready for him! Now, whenever Elisha came to the clay house and rested in his room he was thankful and glad. When the kind people who lived in the clay house saw him coming they went to the well for fresh, cool water, for they knew that he would be thirsty. They cooked the little cakes that he liked best to eat. When the sun went down and it was cool they went up the outside staircase and sat on the roof with Elisha, and he taught them about God and told them stories. They looked at the dark sky full of bright, shining stars, and felt glad that God had taught people how to be friends.

Activity:

At the table, give each child a bit of clay and ask him to make a square clay house like the one in which Elisha was a

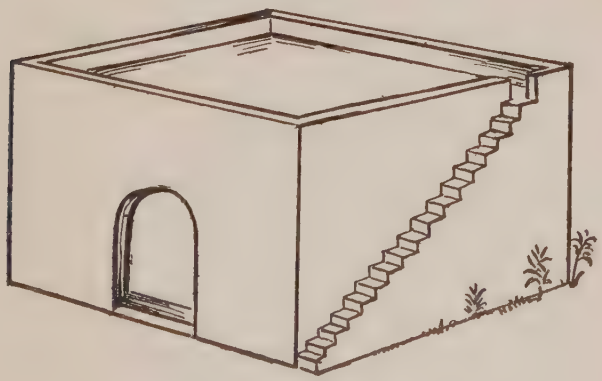
visitor. The little doorway can be cut with a small stick, or a knitting needle, and Elisha's room, a small cube of clay, can be placed on top. Arrange the houses on the table and trace Elisha's journey to the home in which he was so welcome. The clay houses should be put away to use in connection with the next lesson. The visitor may, of course, take his clay house home. If there is trouble about making the staircase, say that all houses did not have them, and make a flight yourself for the house of the kind woman.

March:

The visitor leading, march over dusty roads, and up and down hill in the hot sun, until you come to the circle of chairs, calling it the kind woman's house. Allow the visitor to choose a picture to take home, and invite him to come again.

Prayer: The lines of "A Child's Thanks." (Songs for Little People, No. 144.) Said thoughtfully with heads bowed.

Song: 1. *Be Ye Kind.* 2. *Good-by Song,* and shaking hands.



LESSON XXXV

THE NAZARETH HOME

Ask the children to sing "A Little Song of Greeting" to you. In turn, greet them, and say how glad you are to see them.

Songs:

1. *Little Lord Jesus.*

"Long, long ago, on Christmas day,
A Baby in a manger lay,
And slept upon a bed of hay,
Little Lord Jesus.

"Shepherds left their sheep to see,
That Baby fair, who came to be
A friend to them, and you, and me,
Little Lord Jesus."

(Object Lessons for the Cradle Roll, page 104, by Frances Weld Danielson. The Pilgrim Press, Boston.)

2. *Other Christmas songs that the children know.*

Prayer: *The Lord's Prayer.*

Story: *When Jesus Was a Little Boy.*

When Jesus was a little boy he lived in a square clay house in the town of Nazareth with Mary and Joseph. The house had no windows, and the air and light came in through the open door. In the doorway Joseph did his work. Joseph was a carpenter. He sawed and hammered and planed all day, making tables and chairs, and the ground was covered with shavings and tools. In the house there was a fire and two flat stones. Mary ground the wheat into flour between these stones, and she made the flour into cakes for Joseph

and Jesus to eat. They often had fish from the sea, which was not far away. Sometimes they had honey, and now and then Mary cooked a big dish of porridge, and they all dipped their cakes into it.

Other children came to live in that family, and Jesus played in the sunny road in front of the clay house with his brothers and sisters. They played games of keeping house, and they made believe ride on camels and donkeys. They probably played they were shepherds, and led the sheep about the green fields. When they came home they gave their mother red and blue lilies they had found growing in the fields.

When the nights were warm and the sky was bright with stars, Jesus and the rest took their beds, which were like rugs, and went up the outside staircase to sleep on the roof.

There were other houses near, just like the one in which Jesus lived. Twice every day the people went to the well with clay pitchers. They filled the pitchers with water from the well and took them home on their shoulders or carried them on their heads. The well was the only place where they could get water except the little stream that ran away from the well when the well ran over. The mothers and big sisters washed the children's clothes in this little stream. Mary went to the stream to wash, and Jesus and his brothers helped to carry the heavy basket. The children all went to school. There they learned to read, and they heard the stories that we love to hear; the stories about the rainbow, and about Jacob, and Elisha, and many more. The children went to church on Sunday, and stayed after service for a lesson. They learned about the world we live in, and about God who made it and is everywhere.

Sometimes there was a holiday when there was no school. Then Jesus with his brothers, climbed the green hills that were all about the village of Nazareth, and they played as they went. When they got to the top of the hill they looked far off across

the fields and beyond the hills to the place where they knew the city of Jerusalem was. They knew the city was there, but they could not see it. Then they talked about the time when they would be big enough to go to the city and see the beautiful temple.

And so Jesus spent many happy days helping Joseph with his work, helping Mary as much as a little boy could, playing, listening to stories, and going to church. The Bible tells us that he grew tall and strong, and that everybody loved him.

(Adapted from Chapter VII of When the King Came, by George Hodges, published by Houghton Mifflin Company.)

Activity:

Bring out the clay houses, and arrange them in a little village. Make clay pitchers, placing a pitcher on the table to be copied. Or draw an Eastern house on the blackboard.

Form a circle and choose games to be played as gently and kindly as Jesus would have played them. Ask the children to help you make the room tidy as Jesus would have helped his mother with her work.

Poem: *The Playmate of Nazareth* (see Lesson XXXI).

Song: *Jesus, Tender Shepherd* (first verse).

NOTE.—Ask the children if they would like to help you make the next lesson a party. Tell them that they may invite their mothers, but you will need to supplement their invitations with postcards, sent later. Open the mite box and take out money to be spent for crackers to be served at that time on the little clay plates (see Lesson XXXII).

As a surprise for the children, ask the mothers if they will sing a song that they sang when *they* were children.

Plan what you will do as a surprise, at the time of the review, so that you can give both the mothers and the children a very good time.

LESSON XXXVI

REVIEW

If the mothers have been invited, ask the children who come early to help you prepare for them. Bring out the little clay dishes and arrange them on one end of the table. Make a village of the clay houses made by the children. Place the crackers planned as entertainment for the mothers under a paper napkin. Let the children lay the little homes found in field and tree on a tray or box cover. If it is not to be a party for the mothers, invite the minister, or the sexton, or anyone who may be about the building to be your guest for a few minutes. If necessary, have the children entertain each other.

Greeting:

The children may go among the visitors shaking hands as quiet music is played.

Songs:

1. *Morning Song* (Lesson No. 9).
2. *A Child's Thanks.*
3. *Be Ye Kind.*

Stories: *When Jesus Was A Little Boy,* and one other of the stories in this series, to be chosen and perhaps told by the children.

A Surprise: A song sung by the mothers (see note following last lesson).

Another Surprise: The children may take a clay dish and a paper napkin to each visitor and serve the little treat.

Gifts for the Guests:

If you have a growing plant, place it on the table. Bring out the bogus paper and the crayons and let the children draw the plant. Present the drawings to the guests and ask the children to exhibit the little homes found in the field and tree, telling what they know about them.

Song: Ask the guests to say which song they would like to hear the children sing.

Prayer: *Loving Jesus, Meek and Mild* repeated with heads bowed (see Lesson XXXII).

A Good-by Song.

VI. CHRISTIAN SOLDIERS

XXXVII. Christian Soldiers Are Obedient.
XXXVIII. Christian Soldiers Are Helpful.
XXXIX. Christian Soldiers Love One Another.
XL. Christian Soldiers Work Together.
XLI. Christian Soldiers Love the Flags.
XLII. Christian Soldiers of Whom We Are Proud.
XLIII. Review.

Not with eye-service, as men-pleasers; but as the servants of Christ, doing the will of God from the heart; with good will doing service, as to the Lord. . . . Wherefore take unto you the whole armor of God, that ye may be able to withstand in the evil day, and having done all, to stand.—*Ephesians* 6. 6, 7, 13.

LESSON XXXVII

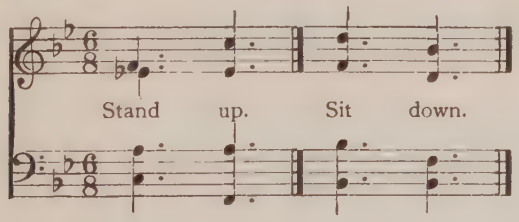
CHRISTIAN SOLDIERS ARE OBEDIENT

The lessons in this group may begin with a march and flag salutes. The children do not tire of military ways of doing things, so that you will have the lesson of prompt obedience, seven times. Appoint the first two children who arrive color-bearers. As the children come let them fall in behind the color-bearers ready for the march.

Beginning on time, march singing, "Onward, Christian Soldiers," as far as you can through other rooms and hallways, leading the children to the circle of chairs where they stand ready to salute the flags.

Salutes to the Flags (see Lesson XXI).

Chords: (Use the chords in place of telling the children to stand or sit in these Christian-soldier lessons.)



Stories:

1. Retell *The Story of a Promise* (Lesson 2).
2. Recall *Joseph's Brothers* (Lesson 33).

I am thinking of a boy who obeyed. The boy had a great many brothers. His father owned a large flock of sheep. Who

can tell who the boy was? What did his father ask him to do (etc.)?

Activity: A little game of obeying. (See Lesson XXXIII, or use the following:)

Make believe that you are what I tell you to be. Be stones—be pigeons—be trees—be flowers—be soldiers. Be children sitting at the table. (This game takes some time, but do not hurry the children.)

Bring out the picture collections and choose all that represent Christian soldiers at work. Pictures of children working or caring for babies, and pictures of soldiers, postmen, policemen, firemen, and many besides are good for discussion. Give your reasons for calling these people Christian soldiers. Pin the pitcures in a long procession on the board or wall.

Memory Verse: "Children, obey your parents."

Rest Period:

Let all rest in any position that is most comfortable, and with closed eyes. A few minutes of quiet music, and then a louder, livelier tune will tell the children that rest time is over.

Prayer:

Dear heavenly Father, we want to obey like soldiers. We want to obey as quickly as Joseph did. Help us to obey gladly. Amen.

Stand at the door and salute the children as they pass out.

A reading glass or a magnifying glass will be a very useful part of your equipment. Keep it in your cupboard and bring it out when you examine flowers, small pictures, or anything that requires close scrutiny. Use it for observing snowflakes, in Lesson XXXVIII, if there *are* any snowflakes. Have ready squares of white paper for folding and cutting snow crystals.

LESSON XXXVIII

CHRISTIAN SOLDIERS ARE HELPFUL

FOLLOW Lesson XXXVII to the point where chords tell you to be seated, varying the line of march, and appointing another captain.

Song: *My Country's Flag.* (Songs for Little People, No. 69.)

"The stars keep silent watch above,
High over me, high over you,
And white stars in the flag I love
Wave over me, wave over you.
My country's flag, red, white and blue,
To thee I ever will be true.

"The stars say God is in his world,
Caring for me, caring for you.
My flag's protecting stars unfurled
Wave over me, wave over you.
My country's flag, red, white and blue,
To thee I ever will be true."

Story: *Good Americans.*

Aunt Mary had been very ill. John and Bess had kept very quiet and at four o'clock every day John had carried a glass of milk carefully upstairs to her. Bess had told her stories, and both children had asked, "How is Aunt Mary?" when they came home from school. And now she was better, and planning to go to the warm country down South, where the birds go in winter. The doctor said that when she came home she would be as merry and happy as ever. Bess and John were very glad to hear that, for they could hardly do their

home work without her, and they had not had a new story in weeks and weeks.

Everything was ready. Aunt Mary's trunk was packed, and the carriage from the station was coming at nine o'clock the next morning to take her to the train. After everyone was in bed and asleep, it began to snow. Soft little flakes came down until the world was white and still.

When John ran downstairs the next morning he met his father in the hall. "John," said his father, "we will have to shovel the snow from the path before the carriage comes from the station. Aunt Mary must not walk in the snow, for she would get her feet wet and be ill again. Tell Bess to hurry, for we will all have to work."

Soon they were busy, father first, with the big shovel, throwing the snow to the right and to the left. Then came John, with his own shovel, taking up what father's big shovel had dropped. After him came Bess, sweeping the last little feathery bits away with her broom. Down the steps, down the path to the gate they went, and out on the sidewalk. They did not stop for anything, not even for breakfast. As they brushed the last snow free from the curb, the carriage from the station drove up.

Aunt Mary came out of the house and down the path. While father was tucking her in, the driver, who was one of John's friends, said: "My! that *is* a clean path! I never saw a better job. You make me think of the children on my street. Do you remember the big storm we had some time ago? The gutters were so full of ice that the water could not run off. It flooded the cellars and made the walk so slippery that anyone might fall at any time. The fathers and big brothers were at work all day, and so the boys and girls went to work all together and cleaned the ice out of that gutter. They just went from one end of the block to the other, even past houses where there were no children to help."

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Then Aunt Mary was ready, and John and Bess waved until the carriage from the station turned the corner.

Song: *Be Ye Kind.* (Songs for Little People, No. 44.)

Activity:

If, by a happy chance, the snow is falling as you teach this lesson, bring a little of it in on a black cloth, and use the reading glass to show the beauty of the crystals. The snow and the flag too have stars for us. The snow stars are white, and have beautiful shapes. Cut snow crystals from squares of white paper, any size, and folded into a book. Fold the short edges together, making a small square. Fold corner to corner, making a triangle. Cut in any way, unfold, and mount those that are very pretty on squares of dark paper.

Memory Verse: "He giveth snow like wool. . . . He casteth forth his snow like morsels" (Psalm 147. 16).

Song: *Snow Song.* (Songs for Little People, No. 138.)

"Snow, snow, everywhere
On the ground and in the air,
In the field and in the lane,
On the roof and window pane."

Prayer: *A Star Prayer for Christian Soldiers.*

There are stars in the snow, and stars in the flowers. There are stars in the sky and stars in the flag, dear heavenly Father. When we see them we will remember to be good. We can look at thy stars in summer and in winter. Amen.

Stand at attention in the doorway and salute the children as they pass out.

Additional Material: "The Soldier Boy" (in Story-telling Time, by Frances Weld Danielson, The Pilgrim Press).

For making valentines on or near Valentine's Day, you will need to study your materials and supplement envelopes where you have not the required amounts of pink paper.

LESSON XXXIX

CHRISTIAN SOLDIERS LOVE ONE ANOTHER

Begin as before with "The March of the Christian Soldiers." Follow Lesson XXXVII to the point where chords tell you to be seated. Those first to arrive among the children may help you to bring out and unfurl the flags.

Song:

1. *My Country's Flag.*
2. *Jesus Loves Me,* one verse. (Songs for Little People, No. 18.)

Memory Verse: "Little children, love one another."

Story: *Valentines.*

Long ago, across the ocean, there lived a man named Valentine. Valentine loved the children and the children loved him, for he was always gentle and kind. The children came to him when they were hurt or frightened or lonely. Sometimes they had been quarreling and were angry. Whatever the trouble was they came to tell Valentine about it. He listened to each one and said: "Little children, love one another. If you love one another, you will not quarrel. Children, when they love one another, take care of the little ones, so they will not hurt themselves, and the sick ones. Loving one another makes us safe and happy."

Then the children dried their tears and said, "Why, yes, we did not think of that." And they went away, and were more loving, and they found that what Valentine had said was true.

One morning, when Valentine came to the door of his house, he saw that his garden was crowded with children. They were waiting to tell him about their troubles. There were so

many children that morning that it would have taken him all day to comfort each one and to teach each one to say, "Love one another." So he stood in his doorway and said loud enough for all to hear: "Little children, I love you, every one. But the day would not be long enough for me to say to each one, 'Love one another.' I will tell you what we will do. Write me little letters, and tell me all that you want to say. Even the little ones can learn to write, 'I love you.' Write 'I love you' to me and to the children that you know. Write it to the children that you quarrel with, and then you will not quarrel any more."

So the children went home and learned to write, "I love you." They wrote it on little bits of paper and called them letters. They sent them to their friends and tucked them under Valentine's door. So many children wrote to Valentine that they began to call the letters that said, "I love you," "Valentines." And the children of that country learned to love each other and were like Valentine, gentle and kind.

Talk:

Ever since that long-ago time, children have sent valentines to the people they love on Valentine's birthday. His birthday is coming soon. Shall we make some valentines to give to the friends we love on his birthday? We will see how pretty we can make them.

Activity: *Making Valentines.*

Cut heart shapes from squares of colored paper. Draw a line to be followed in cutting. Mount the hearts on white or bogus paper, and write or print on the blackboard, "I love you," to be copied either on the heart shape, or on the mount. Any pretty way of making valentines that is simple can be used, but make those that are soon finished, as each child will want to make more than one. Put the valentines carefully away to be used on or near Valentine's Day.

Prayer:

We are glad, dear Father, that you love children. We want to love one another more and to remember to help and to obey. Amen.

Song: *Happy as a Robin.* (Songs for Little People, No. 134.)

"Happy as a robin,
Gentle as a dove,
That's the sort of little child
Everyone will love."

"Fly away and seek her,
Little song of mine,
For I choose that very girl
As my valentine."

(Emilie Poulsson.)

Song: *A Good-by Song.*

Additional Material: 1. "The Valentines Bobby and Betty Made." (Things to Make, page 30, describing how to make valentines by J. Gertrude Hutton.) 2. Stuart's Valentine. 3. "Big Brother's Valentine." (Found in For the Children's Hour, Bailey and Lewis.)

A Game: *The Carrier Dove.* ("Little bird, you are welcome," in Songs, Games, and Rhymes, by E. L. Hailmann, and many kindergarten books.)

For Lesson XL have ready the flags and squares of white paper for stars. Practice folding and cutting stars, that you may tell the children clearly how to do it when the time comes.

LESSON XL

CHRISTIAN SOLDIERS WORK TOGETHER

Follow Lesson XXXVII to the point where chords tell you to be seated. Point out the fact that when all keep step the march goes well. One child out of step spoils the "March of the Christian Soldiers."

Song: (chosen by the children).

Story: *How God's House Was Built.* Re-told. (See Lesson XXII.)

Play-Ring Games: (Show that by playing *all together* the game goes well. It is not a pleasant thing to play ring games when some children do not join.)

Activity:

Make a red, white, and blue paper chain to decorate your room for the coming lessons. Strips of paper, one inch wide and eight inches long, linked together will make a pretty decoration for patriotic lessons. Talk about the value of working together. All must help, or the chain will not be long enough to go from door to door or across certain pictures. You will set a goal and interest the children to see if, by working together, they can accomplish the specified length of chain. Place it before you put away the material and speak of it as something done well because all helped. Stand and clap together to march music. It sounds well only when *all try* and listen to the music.

Repeat together any of the poems you have learned. (Some *forgot,* and you could not have finished if *all* had not been saying the lines in the best way that they could.)

Song: *Morning Hymn.* (Songs for Little People, No. 2.)

Prayer:

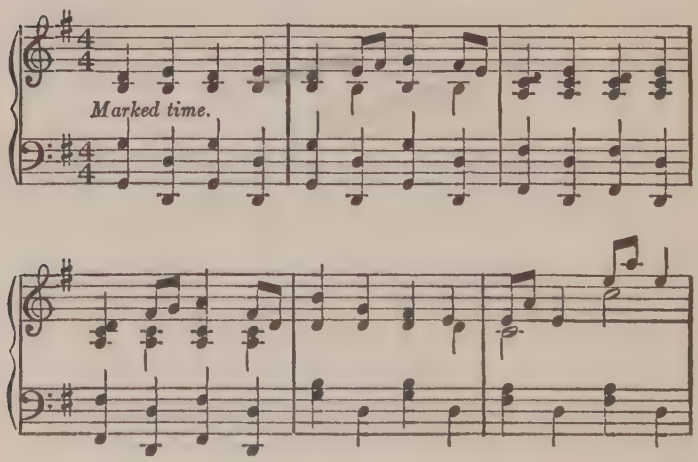
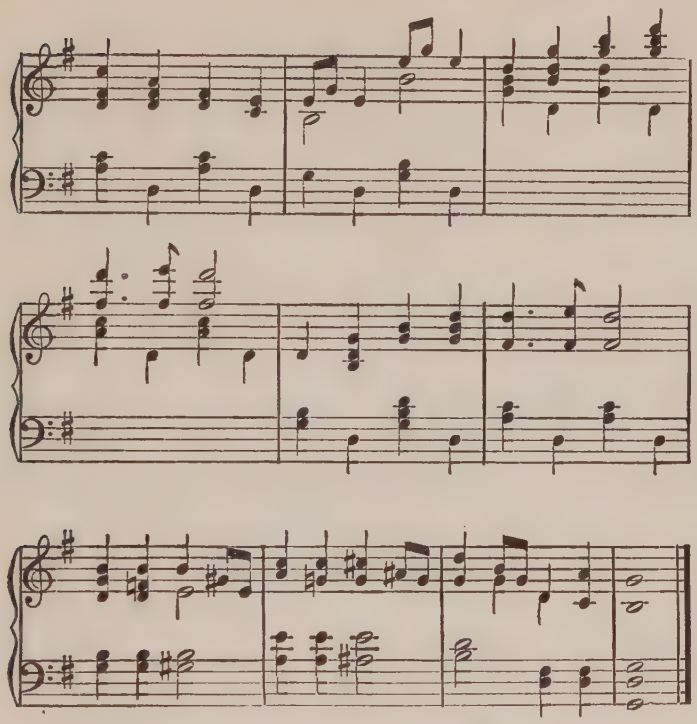
1. "Lord, who lovest little children,
   Hear us as we pray to thee."
2. The Lord's Prayer.

Song: *My Country's Flag.* (Songs for Little People, No. 69.)

March to the door and salute as the children leave the classroom.

Additional Material: 1. "What May Happen to a Thimble" (in The Posy Ring, by Kate Douglas Wiggin). 2. How the Home Was Built (by Maud Lindsay, in For the Children's Hour).

March to the music of some martial hymn such as "Onward, Christian Soldiers," or the following:

This may be used for clapping or a march as the children sit in their chairs in a circle—keeping heels on the floor and merely lifting the ball of the foot from the floor while beating time (both feet together). The music may begin softly, suggesting soldiers coming from a distance, grow louder as they come nearer, and diminish as they go away in the distance.



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LESSON XLI

CHRISTIAN SOLDIERS LOVE THE FLAGS

The March of the Christian Soldiers, followed by the salutes to the flags and the songs as they are used in Lesson XXXVII.

Story: *Red, White, and Blue.*

A flag waved in the breeze from a pole on top of an old stone fort. The soldiers who lived in the fort cared very lovingly for the flag. Every night when the sun went down they lowered it and put it away in a safe place. Every day they saluted the flag and everyone who saw it said: "How beautiful our flag is! See how it blows in the breeze!" Every time the little breezes blew it this way and then that way, the flag seemed to say to everyone who looked up and saw it

"Red, white, and blue,
Be good, brave, and true!"

And when great, strong winds blew it first one way and then the other way, the flag said:

"Red, white and *blue!*
Be good, brave, and *true!*"

Sometimes the children went to the fort to see the soldiers drill. "See!" they said, "the flag is waving to us!" And they saluted the flag, and were proud because it was *their* flag.

One day a regiment of soldiers marched into town from another fort. The children heard the drums. "Rat-a-tat, rat-a-tat," the drums said, louder and louder. The children ran out and down the street with the soldiers to the fort. There, high in the air, was the flag waving,

"Glad to see you—
See the red, white, and blue!
Be good, brave, and true!"

The soldiers marched splendidly. Not one of them was out of step, and when the captain said, "Halt!" they all obeyed at once. There they stood in long rows, and not one of them moved.

"I wonder what the soldiers are going to do!" said one of the children.

Another child said, "I wonder too."

Do you wonder, too? I will tell you. The soldiers were going to honor the flag. The band played "America." The soldiers all looked at the flag and saluted. They promised to be good Americans and brave and true.

The children saw the captain take off his hat and look at the flag with loving eyes. They heard him say: "Our flag, you have helped us to make the world a happy place for the children. We know that when we see you waving to us that you are saying, 'Be good, brave, and true.' "

Then the captain said to the soldiers, "Attention!" They obeyed and paid attention. "Forward, march!" said the captain. Off they went down the street and away. The sound of the drums grew fainter and fainter—"Rat-a-tat, rat-a-tat"—and soon the soldiers were gone.

The children said, "Good-night, dear flag," and went home, their shoulders straight and stepping like soldiers.

Song: *My Country's Flag.* (Songs for Little People, No. 69.)

Activity:

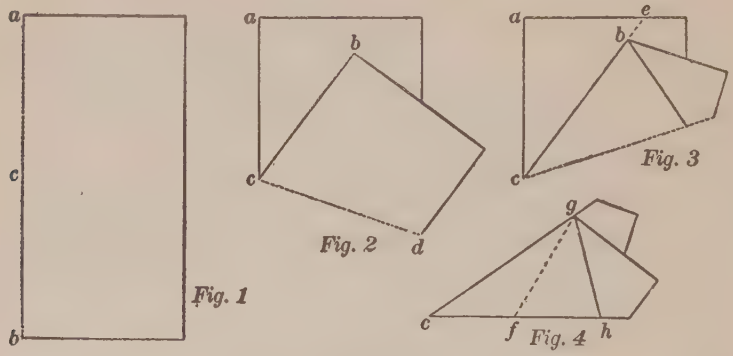
Cutting five-pointed stars from squares of white paper. If the directions for cutting the stars are difficult, let the children cut them free-hand, or have stars drawn in outline for them on the squares of paper. The stars may be taken home.

Song: *America* (first verse).

Prayer: *A Star Prayer for Christian Soldiers* (see Lesson

XXXVIII). Salute each child as you dismiss them one by one.

(Directions for cutting five-pointed stars, from Tell it Again Stories, by Emerson and Dillingham, by permission of Ginn & Company, Boston. Used by permission.)



Fold a square of paper so that the line *ab* (Fig. 1) exactly divides it. Find center of folded edge, point *c* (Fig. 1).

Fold along line *cd* so that *b* will come about as indicated in Fig. 2. Fold edge *cd* to *cb*, as in Fig. 3. Fold triangle *ace* back, as in Fig. 4. Draw a line from *g* to a point (*f*) halfway between *c* and *h*, and cut along this line. Unfold the paper, and you have a five-pointed star.

LESSON XLII

CHRISTIAN SOLDIERS OF WHOM WE ARE PROUD

The March of the Christian Soldiers. (Follow Lesson XXXVII to the point where chords tell you to be seated.)

A Washington and Lincoln Program:

Teach this lesson between the 12th and the 22d of February. The children will have been taught stories and patriotic songs at school. There is no reason for multiplying these, but here the helpful meaning, or the great truth in the stories, can be impressed. Let the children form an audience, and call upon any who have stories of these great men to tell or poems to repeat. After each, make a statement or ask a question that will make the meaning clear. Review Memory Verses and apply.

Story: Retell one of the stories in this group.

Activity:

Make badges to wear home. Fold squares of white paper, three by three inches into "book." Cut on the line shown in the diagram. Open and color with red and blue crayons. The shield should be blue at the top with red and white stripes below. A small silver paper star, pasted on the blue field adds greatly to the beauty of the badge. The badges are quickly made and if a child can make two, he will have one to take to a friend or brother. Pin the badges on and say, "This means that you are a Christian Soldier. See how many flags you can see waving to you "good, brave and true," as you go home.

Songs:

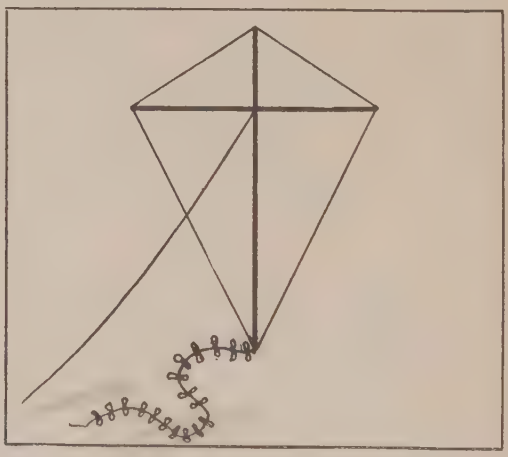
1. *My Country's Flag.*
2. *America.*

Prayer:

Dear Jesus, we want to be brave enough to help and obey as Washington and Lincoln did. We want to love one another and to be brave Americans. Amen.

A Game: *Soldier Boy.* (In Singing Games for Children, by Andrea Hofer.)

If you want to make kites, at the next lesson, provide slats, taken from berry boxes, or the sort sold as kindergarten material, paper, paste, and string.



LESSON XLIII

REVIEW

The March of the Christian Soldiers. Follow Lesson XXXVII to the point where all are seated at the command of chords played on the piano.

Songs:

1. *Winter Hymn.* (Songs for Little People, No. 108.)
2. *The Wind.* (Songs for Little People, No. 123.)

Story: Retell "Red, White, and Blue" (Lesson XLI).

Poem: *How the Little Kite Learned to Fly.* (To be *read* to the children.)

"'I never can do it,' the little kite said,
As he looked at the others high over his head;
'I know I should fall if I tried to fly.'
'Try,' said the big kite; 'only try!
Or I fear you never will learn at all.'
But the little kite said, 'I'm afraid I'll fall.'

"But big kite nodded: 'Ah well, good-by;
I'm off,' and he rose toward the tranquil sky.
Then the little kite's paper stirred at the sight,
And, trembling, he shook himself free for flight.
First whirling and frightened, then braver grown,
Up, up he rose through the air alone,
Till the big kite looking down could see
The little one rising steadily.

"Then how the little kite thrilled with pride,
As he sailed with the big kite, side by side!
While far below he could see the ground,
And the boys like small spots moving round.

They rested high in the quiet air,
And only the birds and the clouds were there.
'O, how happy I am!' the little kite cried,
'And all because I was brave, and tried.'"
(Author unknown.)

Activity: *Making kites.*

Two slats the kind used in kindergarten, or taken from berry boxes and not more than one-fourth of an inch wide. Cross the slats and take two stitches with coarse thread to hold them in place. Paste paper on both sides, and cut to the shape of the diagram. Make a tail of thread and twists of tissue paper, and tie a light string about two yards long at the place where the slats cross.

Song: *Morning Hymn.* (Songs for Little People, No. 2, second verse.)

Prayer:

Dear Jesus, we mean to try to obey and to help and to love, because we are Christian soldiers. We will remember to try hard when we see the flags blowing in the wind and when we hear our mothers calling to us. Amen.

Good-by Song: (Songs for Little People, No. 99.)

The children will enjoy running home with their kites flying.

Additional Material:, 1. The Wind. By Robert Louis Stevenson. 2. What the Winds Bring. By Edmund Clarence Stedman. 3. "The Pony Engine," in Happy Tales for Story Time, by E. L. and A. M. Skinner.

VII. PICTURE LESSONS

XLIV. The Flight into Egypt.
XLV. Infancy of Christ.
XLVI. Christ Blessing Little Children.
XLVII. Miracle of the Loaves and Fishes.
XLVIII. Jesus Preaching from a Boat.
XLIX. Sparrows.
L. The Good Shepherd.
LI. Review.

And Jesus increased in wisdom and stature, and in favor with God and man.—*Luke* 2. 52.

In him was life; and the life was the light of men.—*John* 1. 4.

LESSON XLIV

THE FLIGHT INTO EGYPT

We have studied the season of snow and cold, and while the weather still keeps us within doors, we will have stories from the life of Christ, choosing the incidents that the children will find absorbingly interesting, and illustrating with pictures by great artists. The well-known religious pictures are seen in reproduction on the walls of homes and schools, in store windows, and on the advertising sheets of papers and magazines. Wherever and whenever the children who have studied these pictures with you see them, the stories and songs you taught will come to mind.

After the Review lesson, each child should have a folio containing seven pictures mounted and with captions written or printed and memorized. Use the small pictures that form the supplemental material for this series for mounting, but first study the larger picture together. The mounts should be of bogus paper cut at least one inch larger than the picture on all four sides. The finished folio should be at least one inch larger than the mounted picture, on all four sides. The children who work well and quickly may mount more than one picture, and extra folios can be made at the time of the review. This will give you several complete sets to be used as gifts on a future occasion (see Lesson LX). These picture lesson stories should be told in your church if it is possible to take the children there for the lesson.

The Chimes: (See Lesson XXIII.) Used as a call to order.

Songs:

1. *I Think When I Read.* (Songs for Little People, No. 28.)

2. *Jesus, Friend of Little Children.*

"Jesus, Friend of little children,
Be a friend to me;
Take my hand and ever keep me
Close to thee.

"Teach me how to grow to goodness,
Daily as I grow;
Thou hast been a child, and surely
Thou dost know."

Story: *Jesus's First Journey.*

(Before telling this story, recall the story of "The Wise Men and the Star," Lesson XXVII.)

When the Wise Men went out of the little clay house where they had found Jesus, they mounted their camels and rode away to their homes across the sandy desert. They did not go back to King Herod's house to tell him that they had found the King of Love. They knew that King Herod was afraid of a new king who would rule the people. He wanted to rule the people himself. He did not feel afraid of a King of Love.

So Mary and Joseph and Jesus lived in the little clay house in Bethlehem, and Jesus grew and learned to creep and play. Mary fed him and held him on her knee, and he watched the pigeons when they flew down to eat the crumbs that Mary scattered in the road for them. Joseph worked at his bench, making tables and chairs for the people who lived in the other little clay houses in Bethlehem.

And all this time King Herod was trying to find the King that the Wise Men had told him about. He was so much afraid that the baby they told of would grow up and be the King that he told his soldiers to look everywhere for him. But the soldiers did not find him, for God cared for Jesus, the King of Love, in a wonderful way. God sent an angel

to Joseph in a dream. The angel said, "Take the child and his mother and go to another country, so that the king's soldiers cannot find him."

After his dream, Joseph woke, and in the quiet night he began to get ready for the journey. He told Mary what the angel had said, and while Joseph untied the donkey, Mary put loaves of bread and a bottle of water into a basket. They started before the morning light came. Mary rode on the donkey and held the baby Jesus in her arms. Joseph walked and led the donkey.

On and on they went, for it was a long journey to Egypt, that other country to which they were going. When they were tired Joseph found a shady place under a tree or in the shadow of a great rock, and they rested there and ate the bread and drank the water that Mary had brought. Figs and dates grow in that country, and Joseph picked the ripe figs from the trees and gathered the brown dates that had dropped from the tall palm trees. At night they slept on the warm sand, under the stars. It was a long journey over the sandy desert and through the places where wild animals lived.

When they were in Egypt at last Joseph made a little home for Mary and Jesus, and there they stayed and were happy, for Jesus was safe. King Herod and his soldiers wondered and wondered where the King that the Wise Men told about could be.

They lived in Egypt for a year and perhaps longer, and then one night the angel came to Joseph again in a dream. This time the angel said, "Arise, and go to your own country again, for King Herod is dead." They started at once and Mary was glad to go home. As they went over the sandy desert Mary and Joseph planned to go and live in Nazareth, for that was the city where they lived before they went to Bethlehem, and Mary's friends were there.

And so at Nazareth they made a home, and Joseph worked

at making tables and chairs, and Jesus played with the shavings. Mary watched them and was happy.

Rest Period: *Quiet Music.*

As a lullaby is softly played, the children standing may make believe that they are hushing babies to sleep, swaying in time with the music.

Prayer:

Dear Father, who didst send Jesus to lead us in the right way, help us, thy children, so to follow him that we may grow like him. In work and play, in our homes or school, let us not forget his presence with us always, our Friend and Saviour, forever. Amen.

Picture Study:

Let the children go about the room looking at the pictures pinned on the wall until they find "The Flight into Egypt." Help the children to see the story you have just told in the picture. Ask:

Who are the people in this picture?

Where are they going?

Does the picture tell what they did in the day time? or at night?

Are they going across the sandy desert?

Encourage the children to comment and ask only such questions as will help them to see.

Activity: Mount picture "The Flight into Egypt."

Caption: (To be written on the board for those of the children who can to copy on the mount below the picture.) "And the child grew."

Benediction: (standing): "The Lord watch between me and thee while we are absent one from another. Amen."

For the teacher: "How to Show Pictures to Children," by Estelle M. Hurll.

LESSON XLV

INFANCY OF CHRIST

"The Chimes" will have become a familiar call to order, and the time can be either slow and soft or ringing and vigorous, suggesting the nature of the work you are about to do.

Songs: (After a courteous greeting.) Same as Lesson XLIV.

Story: *When Jesus Was a Little Boy.* (Lesson XXXV.)

Activity:

Bring out the clay houses made some time ago and arrange them in a little group. Recall the story as you work. If you have a sand table, it will be interesting to make a road, fields and hills, placing the homes in a group, or village.

Game: Play a game, everyone doing his part as Jesus would have done when he played with his brothers, sisters and the children who lived in the other clay houses. Place the picture for this lesson on the walls in a good light and low enough for the children to touch.

Picture Study: Help the children to see Jesus, and that he is helping. Ask if the pigeons are his pets? And the chickens too? What is Mary doing? Bring out a review of the story in your study of the picture, making the boy Jesus very real, and doing boyish things.

Poem: *The Playmate of Nazareth.* (See Lesson XXXV.)

Prayer: (See Lesson XLIV.)

Activity:

Mount the picture, "Infancy of Christ," and write the caption: "And the child grew and waxed strong."

Song: (Songs for Little People, No. XXIX.)

Benediction: (See Lesson XLIV.)

LESSON XLVI

CHRIST BLESSING LITTLE CHILDREN

"The Chimes" may ring as the children are helping you to prepare the work for the day. When you are all seated in the circle propose going about shaking hands with each other and saying a word of friendly greeting.

Songs:

1. *I Think When I Read.* (Songs for Little People, No. 28.)

2. *Jesus, Friend of Little Children.* (Songs for Little People, No. 29.)

Story: *Jesus and the Children.*

Some children lived in a little square clay house with their mother and their father. Their names were Sara and Joseph and Samuel, and there was a baby whose name was Ruth. One day when their mother came from the well with a pitcher of water she had great news to tell. "Children, my dear little children," she said, "the women I saw at the well say that Jesus and his friends are coming to-day! They are on their way to the city of Jerusalem. I think they will go across the fields. I want Jesus to take you in his arms and bless you."

The children begged to go, but the father smiled. "They say that Jesus makes sick people well, but these children are well and happy," he said.

The children's mother poured water from the clay pitcher into a basin and took clean little shirts down from the shelf. "I know they are not sick," she said, "but I want them to know him, and I am sure they will always remember his face."

Then she called the children and washed them and put the little clean shirts on them. She hurried because she was afraid that Jesus would pass by before they crossed the fields. When they were ready she took little Ruth in her arms and Samuel and Joseph took Sara between them. Down the road they went, and across the fields. The road was hot and dusty, but the fields were green, and beautiful red and blue lilies grew there. Samuel picked a bunch of lilies to take to Jesus. The children talked about seeing Jesus and wondered if he wanted to have children come to him.

When they had walked nearly to the old well where the sheep went to drink, the mother shaded her eyes with her hand and looked. Yes, there near the old well she saw a crowd of people. Jesus was there, she felt sure.

When they came to the place where the people were, Jesus's friends came out of the crowd and said: "The Master is tired. He is too tired to see well little children, so take your children away." How sorry the mother felt! Samuel looked at his lilies and tears came. Sara and Joseph looked sadly at their mother.

Then something beautiful happened. They heard Jesus say to his friends, "Suffer the little children to come unto me, and forbid them not." When the people heard him say that they made a path in the crowd, and the children and their mother went right to Jesus. He was resting on the old well where the sheep came to drink. Jesus took the littlest child, Baby Ruth, in his arms, and the others stood against his knees and looked into his face. He put his arms around them and blessed them. Samuel gave Jesus the lilies he had gathered and Jesus was glad to have them, and thought they were beautiful.

The children were very happy. The mother was happy too, for now her little children had seen Jesus and would always love him, and remember his kind look. Jesus's love would be

with them wherever they went, and they would never forget how he said, "Suffer the little children to come unto me."

Prayer: (Same as in Lesson XLIV.)

Picture Study:

(Give out the pictures or have the children march by you and give each a picture as they pass. Have the pictures laid on the table for study.)

You can all tell which of the people in the picture is Jesus, I know. See the boy with the flowers. What would *you* have taken to him for a present? The children love Jesus and want to be near him. Everybody is glad and happy. Jesus is resting on the stones built around the well. Do you see the sheep coming to drink? Their shepherd is with them. Do you wish you had been there?

(Continue the study, encouraging the children to talk about the story and the picture, and learning from their comments what they have learned, and what you have still to teach.)

Activity: *Mounting Pictures.*

Caption for Picture: "Come unto me."

Song: *Jesus, Friend of Little Children.* (Songs for Little People, No. 28.)

Benediction: (Same as in Lesson XLIV.)

LESSON XLVII

MIRACLE OF THE LOAVES AND FISHES

A STUDY of the picture to be used to-day will help you to know better than any written instruction what the class will need to be helped to see. Have they seen bodies of water? Crowds of people? Were they in the class when you taught the blessing to be asked at table, at Thanksgiving time? You need not hurry them from point to point, but let them look as long as they will. As a greeting, say the names of two children and let them meet in the circle and shake hands. Repeat until all have been made welcome in this way.

Songs:

1. *Jesus Loves Me.* (Songs for Little People, No. 18.)
2. *I Think When I Read.* (Songs for Little People, No. 28.)

Story: *Christ Feeding Hungry People.* (See Lesson V.)

Picture Study:

When I look at this picture, I think of a part of the prayer we often say. I think, "Give us this day our daily bread." Can you look at the picture and tell me why it makes me think of our prayer? Of course, everybody sees the picture of Jesus. Point to his friends. I wonder which is Philip. I wonder which is Andrew. The boy looks excited, and what a lot of people! Who can see a thing we have not told about? (etc.).

Rest Period:

If you have told this story in church, make the march back to the classroom long enough to be a rest. If you have stayed

in the classroom, let the children do all the work of preparing for the handwork.

Activity: *Mounting Pictures. Writing Caption.*

Caption for picture, "Give us this day our daily bread." Review the blessing taught at Thanksgiving, and ask if any one remembered to say it at the table at home.

Song: *Jesus, Friend of Little Children.* (Songs for Little People, No. 29.)

Benediction: *The Lord's Prayer.* (The children standing with heads bowed.)

LESSON XLVIII

JESUS PREACHING FROM A BOAT

CALL the children to order by playing "The Chimes." (See Lesson XLIV.)

Greeting: *How Do You Do?* (Songs for Little People, No. 93, bowing to the right and to the left as you sing.)

Songs:

1. *I Think When I Read.* (Songs for Little People, No. 28.)

2. *Jesus, Friend of Little Children.* (Songs for Little People, No. 29.)

Story: *Jesus and the Fishermen.*

Did you know that Peter and Andrew and James and John were fishermen? They earned their money catching and then selling fish. Fishermen in that country fished all night and rested in the daytime. The fish in that sea stayed down at the bottom of the sea all day, but when night came they swam about. The fishermen went out in their boats in the dark and let down their nets and sometimes they caught a great many fish all at once.

Early one morning Jesus went down to the seashore to see his friends. He knew that they had been fishing all night and that it was time they ran their boats up on the shore. When Jesus came to the seashore he saw Peter and Andrew. They had drawn their boats up on the sand and were mending the torn places in their nets. Jesus had a wonderful plan about which to tell Peter and Andrew, but before they had time to talk a great many people came down the road to the beach and

asked Jesus to talk to *them*. Jesus knew that they wanted him to tell stories, and he was glad, but more and more people came, and they crowded and crowded, and Jesus stepped back and back until the little waves that ran up on the sand wet his feet. Everybody wanted to be in front where they could see Jesus.

Jesus asked Peter to push his boat into the water, and Jesus got into the boat and stood there and talked to the people just as though he were standing in a pulpit like the one in our church. The people could all see him now, and everyone could hear his voice; so they listened, and Jesus told them wonderful stories.

When the stories were all told, and the people had gone to their homes, Jesus talked to Peter and Andrew. Out on the water they saw a boat, and James and John were in it. They were still fishing, for they had fished all night and had caught nothing. They hoped to catch some fish before they went home.

Jesus looked and saw that Peter and Andrew had no fish either. Jesus loved Peter and Andrew, and he said, "Sail out on the sea and let down your nets, that you may catch fish." Peter said, very lovingly, "Master, we have fished all night and have caught nothing, but we will do as you want to have us do." They pushed Peter's boat out on the water, and let down their net.

The net filled with fish! It was so heavy that Peter and Andrew had to call to James and John for help. Their nets had never been so full before. Both of the boats were full of fish and so heavy that they nearly sank. Peter was sure now that Jesus could do anything when God helped him. Peter and Andrew and James and John wondered and wondered, and they loved Jesus more than they ever had before. They talked together for a long time, and Jesus told them about his plan.

Jesus's plan was that these dear friends should go with him wherever he went and be his helpers. When they heard what Jesus asked them to do, their faces were happy and their voices were glad. Now they could be with Jesus all the time! Now Jesus would let them help him make the sick people well! Now they could hear all of the stories that he told! Now they could learn to be more like him!

So they left their boats and their nets and all that they had and went with Jesus.

Picture Study:

Here is a picture of the story I have just told you. Do you see Jesus? Can you tell which are Peter and Andrew and James and John? See the boats. Some children came with their mothers, didn't they? A shepherd boy came, and his dog came too. The sheep have followed the shepherd just the way Jesus wants his children to follow him (etc.).

Activity: *Mount Picture. Write Caption:* "Jesus doing good" (see Acts 10. 38).

Memory Verse: "Jesus went about doing good, for God was with him."

Look at the pictures already studied and read captions.

Prayer: *The Lord's Prayer.*

Rest Period: The children may put away the work and put the room in order.

Songs:

1. *Jesus, Friend of Little Children.* (Songs for Little People, No. 28.)
2. *Jesus, Tender Shepherd.* (Songs for Little People, No. 38.)
3. *Good-by Song.* (Songs for Little People, No. 99.)

LESSON XLIX

SPARROWS

If there is a class of older children interested in bird study or manual work, and bird houses have been made, ask some of the members of that class to bring the bird houses and tell about them. Show that we are God's helpers in caring for the birds and tell of the things a child can do to help. Talk of making bird houses and ask the older child who came from a higher class to help you when you do. If you plan this, do not fail to carry it out in the spring.

Songs: Those used in this series.

Story: *The Birds and the Lilies.*

One day Jesus and his dear friends were walking together in the fields. Peter and Andrew and James and John were there, for they had given up fishing to go wherever Jesus went and to be his helpers.

The sunny fields were beautiful that day, for the lilies were out and the birds were singing. The lovely red and blue lilies stood up among the grasses and the birds lighted on the grasses and bent them down and swung there. It was a pleasant thing to walk among the lilies. It was sweet to hear the birds sing. But the friends who walked with Jesus looked worried and sad. They were poor, for they had given up their boats and their fishing to go with Jesus. They were afraid they would be hungry with no money to buy bread. They wondered about food and clothes to wear.

Jesus looked at their sad, worried faces and then he said: "Are you worried about things to eat? Think of the birds! They do not sow seeds in the fields and put the wheat into

barns as farmers do, and yet they have enough to eat because God feeds them. He will feed you too, for he loves you more than he loves the birds. And think of the lilies, how they grow! They do not work at spinning and sewing, and yet God has given them soft, fine dresses, and such beautiful colors! Even the king's robe is not so beautiful as the dresses the lilies wear. If God gives such beautiful clothes to the lilies, he will surely care for you. Do not be afraid, but obey him and work for him, and he will make the things you need to eat and to wear grow for you."

Then they watched the birds and looked closely at the red and blue lilies and thought of what Jesus said. After that they were happy, for they remembered that they were God's children and that he cared for them as fathers and mothers care for their children.

Picture Study:

How many little soft birds do you see? Which one is singing? Where are they? Do you think they have a nest? I see some of the food God has given them, do you? Some birds are red, and some are blue like the lilies. Even the king's robe is not so soft and lovely as the birds' feathers. It is not as beautiful as the color of the lilies. The bird sings, "God is good, he cares for me." Some day we will go out to the fields and see the birds and the flowers.

Rest Period: Fly about the room like birds. Let some of the children "be" lilies swayed by the breeze.

Activity: *Mount Pictures and Write Caption:* "Not one of them is forgotten."

Prayer: *The Lord's Prayer* (or the prayer given in Lesson XLIV).

Good-by Song or Benediction: (Lesson XLIV.)

Additional Songs: (Songs for Little People.)

1. *The Bird's Lullaby.*
2. *The Nest.*
3. *The Waking of the Flowers.*
4. *Happy as a Robin.*
5. *Happy Thought.*

LESSON L

THE GOOD SHEPHERD

When "The Chimes" have rung to-day, from the piano fly to your places like birds to the music of "The Bird's Year" (Songs for Little People, No. 148). Sing "Little Song of Welcome" (Songs for Little People, No. 93).

Songs:

1. *Jesus, Friend of Little Children.* (Songs for Little People, No. 29.)
2. *Jesus, Tender Shepherd.* (Songs for Little People, No. 38.)

Story: The Story of the twenty-third Psalm. (See Lesson V.)

Rest Period: *The Game of Obeying.* (See Lesson XXXIII.)

Picture Study:

Here is a picture of the shepherd. Do you think he looks kind? See the sheep and little lambs. They follow their shepherd and are not afraid of anything because he is near. What has he in his hand? Why is he carrying one of the lambs in his arms? (etc.)

Activity: *Mount Pictures and Write Caption.* Caption for "The Good Shepherd" is "The Lord is my Shepherd."

Memory Verses: Repeat the twenty-third Psalm.

Song: *Saviour, Like a Shepherd Lead Us."* (The first four lines of the first verse and the last four lines of the second verse, Songs for Little People, No. 22.)

"Saviour, like a shepherd lead us,
Much we need thy tender care;
In thy pleasant pastures feed us,
For our use they folds prepare.

"Blessed Jesus, blessed Jesus,
Hear thy children when they pray;
Blessed Jesus, blessed Jesus,
Hear thy children when they pray."

Prayer: (See Lesson XLIV.)

Good-by Song: *Jesus, Tender Shepherd.* (Songs for Little People, No. 38.)

LESSON LI

REVIEW

If you have a stereopticon or can borrow one, show a number of pictures of the life of Christ and relate them to the studies you have made in the seven picture lessons. Show the pictures slowly, encouraging comment. Pictures of Eastern houses, views of Palestine and the pictures the children have mounted can be shown without confusion of ideas. As the pictures already in the folios are shown on the screen, ask for the captions. While the picture of the Good Shepherd is on the screen, sing "Jesus, Tender Shepherd." If you cannot use a stereopticon, plan some such program as is given here, and in either case, if the program promises to be very interesting, invite guests to enjoy it with you. Other children, the people at work in the building, the minister or the sexton will accept your invitation, and the mothers would be very glad to come.

To Make the Folios. Have them cut, ready to fold and paste before you give them to the children. To prepare, open an envelope and use it for a pattern, increasing the dimensions to the size you need. Cut the envelopes ready to be folded and indicate the folds with penciled lines. A simple way would be to fold manila paper into "books" at least two inches larger each way than the mounted pictures. If you prefer, tie the pictures into a book. If the stereopticon is used, show the pictures after singing one or two songs chosen by the children. After the pictures have been shown, follow the program given here beginning with the activity.

A Program: (For those who do not use the stereopticon.)

Place the pictures that have formed the basis for these lessons where all can see and decide first on one and then another for retelling the story illustrated. Urge the children to do the telling and add the Memory Verses. After each story stand and sing an appropriate song. Two or three stories may be told in this way.

Rest Period: The children may take the chairs to the table and bring out and arrange the work.

Activity: *Making Folios.*

Have the children write their names on their folios, and there should be an extra folio, or perhaps two, to use as gifts later. (See Lesson XLIV.)

Song: *Jesus, Friend of Little Children.* (Songs for Little People, No. 28.)

Prayer: (See Lesson XLIV) as a benediction, standing.

Take a package of morning glory seeds with you, when you expect to teach Lesson LII.

VIII. SPRINGTIME

LII. Nature's Easter Story.
LIII. The Lilies of the Field.
LIV. The Birds' Return.
LV. The Birds and Their Friends.
LVI. A Springtime Visit. (Review.)

Thou visitest the earth and waterest it: thou greatly enrichest it with the river of God, which is full of water: thou preparest them corn, when thou hast so provided for it.

Thou crownest the year with thy goodness.—Psalm 65. 9, 11.

EVANGELICAL SCHOOL OF THEOLOGY

LESSON LII

NATURE'S EASTER STORY

If this lesson does not come at Easter, rearrange the lessons in such a way that you can use it at that time. The time is coming when many of the lessons can be enjoyed out of doors. Take advantage of every opportunity for outdoor study, not only because of the need of fresh air but because of the advantage it is to have object lessons in their natural state, and in great profusion.

Quiet Music: *God is Love.* (Songs for Little People, No. 76.) *The Chant.* (This Lesson.)

Song: *God is Love.*

"Listen to our Easter song,
'God is love,' 'God is love.'
Now and all the winter long,
'God is love.'

"Flowers wake that long were hidden,
Birds come back as they are bidden,
Children sing their Easter song,
'God is love.'"

Note.—Sing this new song to the children, and say that Easter is the time when so many things that have been asleep wake up. Sometimes we think the birds are gone when we do not see or hear them all winter, but they come back. God takes care of them all winter and it makes us so happy to see them when they come that we sing "God is love." He is so loving that he cares for the little flower seeds. He does not forget them, even though he has the great oceans, and the land, and all the people and animals to care for. Did you ever see any flower seeds?

(Show a box of morning glory seeds. Notice how shiny and black they are.) The flowers, stems, leaves and all have been folded up in this little black coat all winter.

Story: *The Sleeping Morning-Glories.*

All summer the morning-glory vines climbed the fence at the back of Polly's garden. When the days were bright and warm, lovely pink and blue and white morning-glories opened every morning. They bobbed and waved, and said quite plainly, "Good morning, Polly!" They were very beautiful. Polly could look way down into them. They were just as beautiful way down near the place where the flower joined the stem as they were out at the edge where the color stretched so big and round.

But the summer days were over and the winds grew cold and strong. The wind blew the vines away from the fence, and as they lay on the ground the frost made the leaves brown and dry. Polly was sorry. She could not find a flower, and as she looked very carefully for one she saw on the ground some little shining black seeds. Polly ran to her mother with the seeds in her hand. "Mother," she said, "the morning-glories are all dead. Even the vine is lying on the ground. I wanted to find just one flower so that I could say good-by, but these little black things were all that I could find."

"You did not need to say good-by to the morning-glories," said Polly's mother, "for they are here, in your hand, in these little black wrappers."

"Truly, mother?" and Polly was wondering. "Tell me about it."

"The flowers are folded very small and tight and the stems and leaves are there too. Even the little fingers, with which they hold the fence as they climb, are there, and the roots too. God put them to sleep in these little black wrappers, and you cannot see them for a while. God

wants them to cuddle down and rest after climbing and opening, and being so lovely all summer. He wants them to rest in the winter just as he wants you to rest in the night. You thought they were dead, but you are not, when you sleep in the dark, and these morning-glories are not, either. We know what God wants to have them do. Shall we find a good place for these flowers to sleep? Then in the spring, when it is time for them to wake up, we will put them in the ground and soon they will open their eyes. How glad we will be to see them waving there, all pink and blue and white, and rested!"

Polly ran and got the little box that her ring came in from the store on her birthday. They put the seeds in it and put the cover on. Then Polly's mother wrote on the cover of the box, "Sleeping Morning-Glories," and they stood the little box on the shelf in Polly's room.

Thanksgiving came, and Christmas, and the snow. The morning-glories were having a very long rest. Then, when it seemed as though spring would never come, Polly saw a robin. She opened the window and stretched out her hand. The sun shone warmly on it. It was time to help the morning-glories to wake.

Planted in Polly's garden, the morning-glories awoke and stretched. They burst their black wrappers and pushed up and up. The stems and leaves that had been tucked away, unfolded and the little fingers reached out and held the fence. The buds untwisted, and there were the pink and blue and white flowers again! Polly found them before breakfast one morning, and she was glad. All summer they bloomed, and everyone who saw them was glad, for it was so lovely that they had come back when they were rested.

Activity:

If this hour is spent out of doors, look about and see if any of you can find little new plants. Gather budding twigs

to watch as they develop in the warmer air of your classroom. Sing "God is Love," and any spring songs the children have learned at school, and play any spring or flower games that you know. A good game can be made of the story if the children are in tune for dramatization. While five children crouch on the ground pretending to be morning-glory seeds, others may shed rain and then sunshine upon them as they slowly rise and open their eyes. This play can be enjoyed out of doors or in the classroom. As the play proceeds repeat:

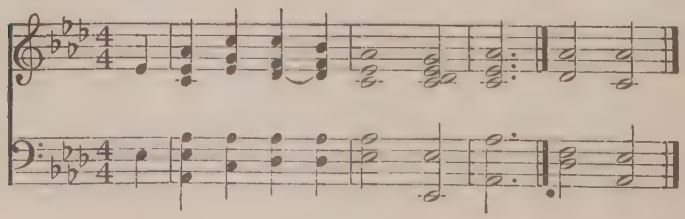
Poem: "The Little Plant," from "The Plant Baby and Its Friends," by Kate L. Brown.

Song: *God is Love.* (Songs for Little People, No. 76.)

Prayer: The chant should be played softly.

Ask the children to tell of the things that God sends in springtime. When two or three things have been mentioned bow your head and sing the response. You will have to lead, but when the children understand they will enjoy this way of talking and sing to God. Perhaps you will say:

"Blue sky and warm sun—
(Sing) Dear Father, these things make us glad!
Soft rain and new grass—
(Sing) Dear Father, these things make us glad!
Morning-glory seeds that sprout—
(Sing) Dear Father, these things make us glad!
Our rakes and trowels and overalls—
(Sing) Dear Father, these things make us glad! Amen."



As the children bid you good-by, give each one a package containing five morning-glory seeds. Write on the package: "Plant me and see what happens." If the children have no place where they can plant the seeds, have your window box ready and let the children plant their seeds in it before they go home. If you have a yard or garden in connection with the building where your class meets, prepare a little space near a fence and plant the seeds there.

LESSON LIII

THE LILIES OF THE FIELD

"The Chant" (Lesson LII) will serve as quiet music, and when you are all seated, introduce the idea of springtime by repeating:

A Verse

"We may shut our eyes,
But we can't help knowing
That skies are blue
And the grass is growing."
(James Russell Lowell.)

Songs: (The same as in Lesson LII.)

Poem: *The Little Plant.* (Lesson LII.)

Story: *The Lily's Message.*

One day a little lily nestled down in her bed for a long winter's sleep.

Now, when God tucks the flowers snugly away in their warm earth beds, he places over them the loveliest brown satin leaf coverlets. And if it's very, very cold, he gently spreads some beautiful white snow blankets on top of the brown covers.

So the little lily was warm and cozy all through the winter. But one day God said, "It is time for the flowers to awaken." So he sent the sun to take away the white snow blankets, and the wind to come with a merry puff and whisk aside the brown satin leaf coverlets. And he sent the raindrops right down through the earth to take the lily a message.

The sleepy little lily was awakened by the warm raindrops giving her a drink and whispering: "Awake, little lily! Come!

God cares for you." Then louder and louder they sang it: "Come, come! See how God cares for you." So she began to stir out of her snug little bed. It was all so new and strange. But she was not afraid and began to reach her leaves up to where the sunbeams were shining through the earth and saying, "Do not be troubled; God cares for you; God cares."

The little leaves pushed up and up. Folded safely between them was a beautiful bud. They were taking it up where the sunbeams could kiss it and the raindrops could bring it a drink and the breezes could rock it.

Day by day the sunbeams brought the message, "God cares." And every time the raindrops brought a drink they whispered it again, "God cares." And all day long the breezes sang it over and over: "God cares for you; he cares." Then one beautiful, sunshiny day they helped the little bud to push back her green hood and fling out her bright petals to the breeze. She smiled up to the sun as if to say: "I have your message. God does care; he cares."

Just then a wonderful thing happened. Jesus and his friends came up the hillside—for this is a true story and happened long ago when Jesus lived here on earth. He and his friends came and sat down to talk so near to the little lily that she could see their faces and hear what they were saying. Jesus's friends did not look very happy, for they had forgotten that God loved them, and they were afraid. Jesus talked to them a long time there on the hillside. He had such a sorry look on his face, for it always makes him feel sad when any one forgets that his Father cares.

The little lily smiled cheerily up at them. When he saw her, he smiled back, for he knew she was saying, "God cares for you; he cares." He turned to his friends and said: "Why should you trouble? Look how the lilies of the field grow. They do not work, and yet King Solomon in all his beautiful garments was never clothed like one of them. Do not be afraid. Your

heavenly Father knows quite well all you need. He cares for the lily, and he cares for you."

The little lily waved her bright petals. How happy she was, for she had helped Jesus to say, "God cares!"

And now I am going to tell a wonderful, wonderful thing. If you will look into the face of a lily to-day, you will see the message still there: "God cares for you; he cares."

(Wilhelmina Stooker, by permission of Everyland Magazine.)

Activity:

If you make this an outdoor lesson, allow free play for a few minutes, and gather snowdrops, or violets, if your climate encourages such growth at this season. Look at the place where your morning-glories are planted and water them if

rain has not fallen. Notice that the buds have coats of different kinds to keep them warm. The fur of the pussywillow and the brown sticky coat of the horse-chestnut are as comfortable for them as are the shiny black coats of the morning glories.

If you must stay in your classroom, draw on bogus paper pictures of the lilies of the field. Use the drawing given here as a copy and draw it freehand in colored chalk on the blackboard.

"The flower that strikes the eye in traveling through Palestine is the anemone coronia. It grows by the wayside on the hills, and in every part of the country in bright profusion. These are now generally identified as 'the lilies of the field.' Red is the prevailing color, but white, blue, and purple are also abundant" (Mrs. Temple, in her Flowers of Palestine).

Perfect and finished drawings are, of course, not expected nor desired. Freehand drawing with colored chalk, using the outline drawing given here, is all that is needed to give the children the idea that the lily of the field is a real and an interesting flower. Recall that in the story of "When Jesus Was a Little Boy" he gathers these lilies for his mother. The children would like to take these drawings to *their mothers.* Their mothers would like to hear about "The Lily's Message."

Prayer:

(Quiet music, followed by a prayer with chanted responses as in Lesson LII.)

"God cares for the birds and the flowers.
(Sing) Dear Father, these things make us glad.
God cares for all the children in the world.
(Sing) Dear Father, these things make us glad.
The lilies, red and blue and white.
(Sing) Dear Father, these things make us glad."

Take the hand of each little child at parting and say: "God cares for *you,* Mary." "God cares for *you,* Herbert."

Moist clay will be needed with Lesson LIV, if you make bird dishes.

LESSON LIV

THE BIRDS' RETURN

Before the children come for this lesson, place as many bird pictures as you can get together about the room. Bring out your last year's nest and place it among the twigs of the branch you brought in when you taught Lesson LII out of doors, or a branch may be secured for this occasion. When the children come, let them find the classroom door closed. Stand with your back to the door and tell them that the birds are flying back from the country, where they have been all winter. We will make believe that we are birds and that our room is the orchard where we like to build our nests and stay all summer. The music of "The Birds' Year" is played, and when the door is opened, set the example by flying in, and about the room for a few minutes, going to the circle of chairs for the songs and story.

Songs:

1. *The Birds' Year.* (Songs for Little People, No. 148.)
2. *Happy as a Robin.* (Songs for Little People, No. 138.)

Story: *The Hurt Wing.*

For some time I have known a little brown house where a boy and his mother live. When the boy and his mother look out of their windows they can see a big old apple tree. Sometimes they sit under it in the shade and tell stories.

When the apples are ripe the boy helps his mother bring the ladder from the woodshed. They stand the ladder against the tree, and the top of it is 'way up among the branches. Then the boy goes up the ladder and picks the pretty red apples, and the mother catches them in her apron.

Once in the spring, when the apple tree was covered with pink and white blossoms, two robins came there and built a nest. They worked hard. Little Cock Robin would fly away and come back with a string or a tiny twig. They were very careful about this nest, and he would show little Jenny Robin what he had found before he put it in, to be quite sure that it was right.

"See! see!" he would say, and she would look at the twig with her little sharp eyes and say, "Put it in! put it in!"

One day all the blossoms fell from the tree like snow, and lovely, soft, green leaves covered the branches. Then little Jenny Robin laid five blue eggs. She stayed on the nest to keep the pretty eggs warm, and Cock Robin brought her good things to eat. She liked crumbs from the boy's bread and butter and grubs from the grass.

When Cock Robin came to the nest with a grub or a crumb, he would say, "See! see!" and Jenny woud say, "Put it in! Put it in!"

By and by five baby birds came out of the five pretty blue eggs and began to cry for things to eat. Jenny Robin and Cock Robin worked all the time, and when they flew back to the nest, the hungry babies all said, "Me! me!"

One day Jenny Robin saw the boy sitting on the step eating bread and butter. She wanted the crumbs for her babies, so when he went away she flew down and the cat saw her. He sprang out from behind the woodbox and almost caught little Jenny in his sharp claws. Jenny got away, but when she tried to fly she found that her wing was hurt. Poor Jenny could only flutter along the ground, dragging her hurt wing.

When Cock Robin saw her, he was frightened and sorry and he cried, "See! see! see!" and the babies cried "Me! me! me!" because no one was feeding them.

The boy and his mother heard the robins crying. They

brought out the ladder, and the boy climbed up to see what was the matter. But when the babies saw him, they cried louder than ever, and when Jenny and Cock saw him, they cried louder and louder too, so the boy came down and told his mother he thought they were just frightened. The boy left the ladder leaning up against the tree because he forgot to put it away.

When his mother looked out and saw it there, she said, "After lunch we will put the ladder back in its place."

But after lunch, when they opened the door, they saw a very wonderful thing. The poor little mother robin was hopping up the ladder, flutter and hop! flutter and hop!

Way up to the top of the ladder she went and they stood still and watched her. When she reached the nest, she gave a great, white grub to one of the babies and came, flutter and hop, flutter and hop, down the ladder to look for more.

The boy and his mother did not put the ladder back in its place. They left it right there, until the little birds were big enough to fly. Every day the boy put crumbs and a dish of water under the tree and Jenny Robin was glad, for she did not have to flutter so far to find food for the babies.

The hurt wing kept getting better and better, and when the little birds were strong enough to fly, Jenny could fly too, and they all flew away together. Then the boy and his mother put the ladder in its place in the woodshed.

(From The Mayflower. Used by permission.)

Activity:

Molding bird dishes. Give the children pieces of moist clay and let them make little troughs or dishes to hold crumbs for the birds, to be filled with crumbs or seeds and placed where the birds will find them. Even in the city sparrows and pigeons *may* come to a window sill where a child has put a dish of crumbs for them.

Play:

Play any bird games that the children know. If this is an out-of-door lesson, instead of making dishes, gather grasses and leaves, and let the children try to build nests. They will find that God teaches the birds to make nests and that we *cannot* make them. Recall the story of "The mother bird who listened to the Father's voice" (Lesson VII). God speaks to the birds about their nests in that way. Sing "God is Love" (Lesson LII). Speak of the line "Birds come back as they are bidden," and say that "bidden" means "told" to come.

Prayer:

Quiet music, followed by a prayer with responses as in Lesson LII. The children, with your help, may perhaps mention such things as:

"Robins and pigeons,
(Sing) Dear Father, these things make us glad.
Birds that are red and blue like the lilies.
(Sing) Dear Father, these things make us glad.
The nests they build and the songs they sing:
(Sing) Dear Father, these things make us glad. Amen."

A Good-by Verse:

Let the children spread their wings and fly from the room as a bird song is played on the piano.

Write to your Home Missions headquarters for the information needed in teaching Lesson LVII.

LESSON LV

THE BIRDS AND THEIR FRIENDS

For an out-of-door lesson take the children to a yard, stable, or home where pets are to be seen. If you know of chickens or pigeons, plan before the lesson with the owner to have your class make them a visit. City children will at least have a bowl of goldfish or a canary in somebody's living room to study and enjoy. The visit may take the hour if you find a place along the way where you can rest and tell a story.

Perhaps you can more easily arrange to have a pet visit the class. A friend could be invited to call during the hour with her dog. A canary bird visited a class of little city children and sang when the children sang. Some of these children had never seen a bird except perhaps in the distance, and they were able to study the little fellow in a way they will never forget.

If you do not visit a pet, the following short program will teach something of kindness to animals:

Songs:

1. *Be Ye Kind.* (Songs for Little People, No. 44.)
2. *The Birds' Year.* (Songs for Little People, No. 148.)

Story: *What Kept the New Chimney Waiting.*

A new chimney was going to be built on grandpa's house, and the boys were in a state of high glee. They were always excited when something was going on, and this would be splendid, Wayne said.

"Mike's coming, you know, to mix the mortar and carry it up the ladder to the mason. He'll tell us stories in the noonings!"

"Yes," said Casper; "and I say, Wayne, let's go get his hod and play we're carriers with mud for mortar you know. Come on!"

"Come on!" shouted Wayne. "It's leaning up against the barn where he left it when he brought the things over."

On the way to the barn they saw grandpa harnessing Old Molly to the big, blue cart. That meant a beautiful, jolty ride down to the orchard and the boys forgot all about playing hod-carrier. They climbed in and jolted away.

"Mike's coming to-morrow, you know, grandpa, and the mason," said Caspar, his voice quiver-quavering over the jolts. But dear old grandpa shook his white head.

"Not to-morrow, boys; you'll have to wait a bit longer. I sent word to the mason and Mike that they couldn't come for a few weeks longer. I've decided to put the chimney off."

Both little voices were shrill with disappointment. Both little brown faces fell. Grandpa did not speak again at once—he was driving Old Molly carefully out at the side of the cart road. The boys saw a little crippled butterfly fluttering along in the wheel track—that was why grandpa had turned out. Grandpa's big heart had room enough in it for every live thing. Back in the track again, further on, Grandpa said: "When we get home, boys, I will show you why we had to wait for the new chimney. You'll agree with me, I know. It is a case of necessity." And grandpa's eyes twinkled under his shaggy brows.

"A little bird told me," he said, and that was all they found out until they got home. Then the same little bird told them too. Grandpa took them up to the attic with a great air of mystery. The old chimney had been partly torn down, half-way to the attic floor. Grandpa tiptoed up to it and lifted them one at a time to peer into it. "Sh!" he whispered, softly. "Look sharp!" And there on a little nest of mud, lined with thistle-down and

straw that rested lightly on the projecting bricks, sat the little bird.

She blinked her bright eyes at the kind faces peering down as if to say: "O, dear no; I'm not afraid of you! Isn't this a beautiful nest? So exclusive and safe! There are four speckly, freckly eggs under me. When I've hatched them and brought up my family in the way well educated little chimney swallows should go, then you may build your chimney, but not before."

And that was why grandpa's new chimney had to wait.

(Annie Hamilton Donnell in The Outlook. Used by permission.)

Activity:

Bring out the envelope containing the bird pictures and show bird and animal pictures provided in the picture set. Each child may select from the collection the picture that suggests a song story or game that all would like to play. A picture of pigeons will bring to mind "The Pigeon House," a pictured robin will make you sing "Happy as a Robin," and so on. If there are so many in your class that this will take too long a time, tell the children to hold the pictures so that they cannot be seen and by making an animal noise or hopping, trotting or flying, letting the class guess the subject.

Prayer:

Quiet music, the chant followed by a prayer with responses as in Lesson LII. With the pictures before them, the children will pray with your help:

"The birds that live in cages and those that live out of doors.
(Sing) Dear Father, these things make us glad.
Our own pets and all the pets that we know.
(Sing) Dear Father, these things make us glad.
The hay and seeds, and all that grows for our pets to eat.
(Sing) Dear Father, these things make us glad. Amen."

A Good-by Song (Songs for Little People, No. 99.)

Additional Material: 1. "Little Gustava," by Celia Thaxter, in The Posy Ring, by Kate Douglas Wiggin, and in other good anthologies. 2. "The Little Shepherd," in Mother Stories, by Maud Lindsay. 3. "Walter's New Pony," in Tell It Again stories, by Dillingham and Emerson.

LESSON LVI

A SPRINGTIME VISIT

(REVIEW)

If the weather is fine, take the children to visit in some home, or Home, with the idea of giving pleasure. Arrange beforehand to have them welcomed at the Old Ladies' Home, or by some shut-in. There are many lovers of children who, being neither elderly nor ill, will hail such a visit with delight. Make it very clear that the people *visited* are to enjoy the half hour, and that the children are responsible for this. When you ask, "What can we do to make the ladies happy?" let the children's suggestions give the basis for action.

If such a visit cannot be made, having a guest visit the classroom will teach something of the consideration due to guests. Present the gifts to the visitor or to the visited, as the case may be. You probably made an extra book of Bible pictures for giving away. And handwork such as folded drinking cups, or bird dishes, will be really acceptable as gifts at this time. Encourage the children to be generous, and add to the little things that they have made, flowers, or branches, fresh with new leaves gathered as you go.

Program (before you leave the classroom).

Quiet Music: Morning Song (Lesson I).

A Talk:

We are going to visit ——. What can we do to make her happy? Shall we sing some of our songs? Which story shall we tell her? Who will tell it? Now we will take out of the cup-

board the things we have made, and choose what we think she would like most to have us take to her.

Program (for the pleasure of your hostess).

Song: (Morning Song (Lesson I).

Story (told by a child).

Song: *Happy as a Robin.* (Songs for Little People, No. 138.)

A Verse:

"We may shut our eyes,
But we can't help knowing
That skies are blue
And the grass is growing."
James Russell Lowell.

Song (requested by the hostess or visitor, followed by a good-by song).

Study Lesson LVII, so that you will have the things that will make the lesson a success at hand. The children will enjoy packing the box, which presupposes the need for paper, string, stamps, etc.

IX. THE CHILDREN OF AMERICA

LVII. Our Brothers in the Snow.
LVIII. Indian Boys.
LIX. Americans From Far Away.
LX. The Children Near Home.
LXI. Gifts for the Children.
LXII. Loving and Giving.
LXIII. Children of America—Review.
LXIV. Summer Plans and Farewell.

For, brethren, ye have been called unto liberty; only use not liberty for an occasion to the flesh, but by love serve one another. For all the law is fulfilled in one word, even this; Thou shalt love thy neighbor as thyself.—*Galatians* 5. 13, 14.

LESSON LVII

OUR BROTHERS IN THE SNOW

Before telling the story sing:

1. *I Think When I Read.* (Songs for Little People, No. 28.) and
2. *Be Ye Kind.* (Songs for Little People, No. 44.)

Story: *A Visit to Moka.*

Did you ever hear about Alaska? It is way up north where the Christmas trees grow. The reindeer live there too, and the people are called Eskimos. The Eskimos are Americans, and Alaska is a part of America—the cold part. I think that some of the things that I am going to tell you will surprise you. The sun does not come up all winter, and so all winter it is dark. The sun does not go down all summer, and so it is light all summer.

In winter, when it is dark, the snow is very deep, and the air is so cold that it does not melt the snow. But the children play out of doors in their warm fur coats and caps and mittens. It must be hard to know when bedtime comes and when it is time to get up!

When summer comes it is much warmer, and some of the snow melts and runs away. Then the children love to play in the sunshine, and moss grows among the rocks. It is a kind of moss that the reindeer love to eat. The sun shining on the water wakes the fishes, and they swim about.

Shall we make believe that we are spending the day with an Eskimo boy?

It is a long journey to Alaska. The train takes us to the seashore, and a big ship is waiting to take us to the cold part

of the world, where the Eskimos live. When we leave the ship and walk across the snow our Eskimo friend sees us coming and runs to meet us. He is dressed in fur from head to foot, and his dogs are running with him. He tells us that his name is Moka, and he points to the little round house made of ice that is his home. We do not understand all that he says, and he does not understand us. But we all understand that Moka is six years old and we know that *you* are six years old. Everybody knows that it is fun for children to play together when they are six years old.

Moka shows us his sled. It is big enough for us all to ride, and he calls his dogs and begins to harness them. They are so glad that they are to have a run that Moka has a hard time to fix the straps and ropes. Soon we all get in and away we go! Moka drives the dogs, and we never went so fast before. Although it is springtime, it is very cold in Alaska, and we are glad that Moka gave us the skins of big white polar bears to wrap about us. How hungry it makes children to ride in the cold air! Moka turns the sled about and the dogs start toward Moka's home. Soon we are tumbling out at the door of the little round house made of cakes of ice. Moka wants to have us go in. The door is a small hole in the side of the ice house, and Moka creeps in to show us how. We creep in after him and there we are in Moka's home! It is rather dark in the house, but we can see that Moka's mother is there all dressed in fur. She knows that we are hungry and gives us strips of dried reindeer meat to eat. We do not like it very much, and we open our lunch boxes and ask Moka and his mother to share what we have brought. But they do not like our lunch, and shake their heads when they taste our bread and butter. Then we all laugh.

We brought presents for Moka, and now we open our bundle and give him picture books and crayons and paper. Moka has never seen such things before and when we show

him how to mark, his little black eyes shine. Moka loves bright colors, for he gets tired of the white of the snow. He loves the bright pictures in the book. Now when the great snowstorms come and cover the door of his house so that he cannot get out for days and days, he will have something to do.

When it is time to go Moka harnesses the dogs again and away we go in Moka's sled down to the water where the ship is waiting to take us part way home.

What a fine time we have had! I wish Moka could come and visit us some day. We would show him our pets and our plants and our pictures. We would sing for him and teach him to understand some of our words. We would try to make him very happy.

There are a great many Eskimo children in Alaska, and if you would like to send some things to one of them, we will. We will fill this little box with things that a boy six years old will like, and I will send it to a man who knows a great many Eskimo boys. He will give it to a boy for us.

Activity:

Study pictures of snow countries.

Pack a box for an Eskimo child. Bring out the crayons, paper, books, drawings and any small flags, badges, etc., that the children have made. Let them choose and decide what this boy will like to have.

Address the box to your denominational home mission headquarters, "For an Eskimo boy six years old."

Salutes to the Flag: (See Lesson XXI.) All the children in Alaska are Americans. Probably they love the American flag as we do, but all of them do not know that they belong to God's kingdom or love the flag of that kingdom as we do.

A Verse: *All Ye Are Brothers.* (That means that God is our Father, and all the children in the world are his children. All the children in one family are brothers and sisters, you know.)

March: The leaders may carry the flags, and all sing, "Onward, Christian Soldiers," as you go.

Song: *My Country's Flag.* (Songs for Little People, No. 69.)

Prayer:

Dear heavenly Father, bless the children who live in the snow and let us help to make them happy. Amen.

Little Good-by Song: (Songs for Little People, No. 94.)

Invite your Scout or Campfire Girl in advance of Lesson LVIII. If any of the boys own the Indian costumes sold at toy stores, ask that they be worn to the next lesson.

LESSON LVIII

INDIAN BOYS

This should be an out-of-doors lesson, and if you can have the help of a Campfire Girl or a Boy Scout, you may be able to manage a campfire. Let the children gather the firewood, and sit where you can watch the fire while you tell the story.

Meet in your classroom or any convenient place and go directly to the woods or the park. If it rains, or for any reason the lesson must be given indoors, perhaps your helpful Campfire Girl or obliging Scout will put a tent up for you in the classroom.

The plan is to have the flags in evidence and to make the salutes a part of these lessons on the children of America. We are not teaching the manners and customs of the people, or geography, but the religion of world brotherhood, and the truth that all of these children belong to God's kingdom and to America. Where the flags do not help you to teach these things, the salutes need not be a part of the lesson. Also, if it seems irrelevant as a part of the lesson itself, the flag salutes may take place as you leave for home, or as a part of your opening service. Both flags are appropriate symbols of Home Missions.

Arrange the material as best suits your lesson plan, and show pictures and any Indian relics that you own or can borrow. Teachers who live near a home missions headquarters can get a great deal of help in arranging object lessons.

A Talk:

How would you like to be Indian children? If you were,

you would live in tents out in the woods. Your mothers would cook your meals over a campfire, and perhaps you would have ponies of your very own. You would have to be able to ride without a saddle or a bridle, and you would have to know how to get on and off of your pony's back while he was running. Indian boys can do all of these things, and more too. They are good shots. They can shoot *very* straight with their bows and arrows. One Indian boy could aim at a certain leaf on a tree and shoot his arrow through the leaf. His name was Moving Star. Moving Star was a brave boy. He was not afraid of any of the things that we sometimes fear. He often stayed out in the grassy fields all night with his sheep, for Moving Star was a shepherd. He had a small flock of sheep, and they belonged to his father, who was a Navajo Indian, and so, of course, Moving Star was a Navajo too. "Navajo" is the name of the tribe to which they belonged. A great many Navajo boys are shepherds, just as Moving Star was. They take the little flocks of sheep to a place where the grass is green. Do you remember that David, the brave shepherd we have talked about, did that too? And what do you think these little Navajo shepherd boys are called? Why, "Little Davids"—because they love their sheep and stay out under the stars all night with them just as David did. I am sure that when these shepherd boys learn to say, "The Lord is my shepherd," they will understand it, because they know how to take care of sheep.

When the sheep are led home to the tent where the Indian father and mother live, their warm coats are taken off and the Indian mother makes a coat of the warm wool for the "Little David" to wear when it is cold in the pasture at night. Then she weaves blankets for the Indian father to wear.

Many "Little Davids" have no playmates but the sheep. Of course they are often very lonely. I wish they had plenty of picture books and crayons, and that they knew that we think

they are brave. They know that the American flag is their flag, but do you think they ever salute it as we do? The flag of God's kingdom is theirs too, if they only knew it. How would you like to go out to the lonely place where the Indians live and take books to the "Little Davids"? You could tell them about the brave David who said, "The Lord is my shepherd."

When the Indian boys are not off in the green pastures with the sheep they love to play games with the other children. I will teach you to play one of their games.

Activity: *The Game of "Little Indians."*[1]

The little Indians are sent into the hall, without the children in the room knowing which children are chosen. It pleases the little Indians to have bands of paper with feathers pinned to them placed on their heads (this disguises them also). The children who remain in the room form two lines facing each other to represent the trees in the wood. All sing the following song:

"One little, two little, three little Indians,
Running through the wood;
Who can name them one, two, three,
In order as you should?"

At the word "running" the little Indians run in at one door and out at the other, passing between the rows of trees. The children must name the Indians in the correct order. To increase the difficulty of the game, more than three little Indians may be chosen and the words of the song changed accordingly, "Two little, three little, four little Indians," etc.

If you are out in the woods, play this game in realistic fashion, the little Indians hiding behind rocks or trees.

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[1] From Play Life in the First Eight Years, by Luella Palmer. Used by permission of Ginn & Co., Philadelphia.

Gathering wood for a campfire will be a real activity, and when the children are in the spirit of the thing, let them dramatize shooting with bows and arrows, riding ponies, and putting up tents.

If the children have learned lines from "Hiawatha's Childhood" at school, ask to have them recited.

Song: *Jesus, Tender Shepherd.* (Songs for Little People, No. 38.)

Prayer: *David's Prayer.*

"It is a good thing to give thanks unto the Lord, and to sing praises unto thy name, O most High. I will praise thee, O, Lord, with my whole heart. Amen."

Salutes to the Flag: (Lesson XXI).

Additional Material: "The Indian Game," verses by Edith Gilman Brewster, from Story-telling Time, Frances Weld Danielson. Stories: 1. "Shining Moon and Little Brother," in Missionary Program Material. 2. "Clear Light," in Little Neighbor Picture Stories. (The picture is large and shows a little Indian boy in his native haunt.) 3. "The American Indian Children," International Graded Lessons, Primary Grade, second year, Part 3.

NOTE.—These stories are a little advanced for children six years old, but they can quite easily be told to young children if some changes are made. They contain a great deal of material that can be utilized, and the illustrations are good.

Reading for Teacher: Indian Boyhood, by Charles A. Eastman.

LESSON LIX

AMERICANS FROM FAR AWAY

After a friendly word with each child, sing:

1. *Snow, Snow Everywhere.* (Substitute "Sunshine" for "Snow, snow.")
2. *Good Morning, Merry Sunshine.* (See Lesson I.)

Story: *The People Who Came Here in Boats.*

Just about this time of the year, when summer comes around, ever and ever so many fathers I know have a way of saying to their families, "Come on, children! Let's pack up now and go for our vacation." Probably you know some boys and girls who have gone away like that. Do you?

Sometimes they go in the train, sometimes in automobiles, sometimes in great big boats. They travel for a whole day, and have a beautiful time afterward playing in the sand or on the farm or in the mountains. But when the summer is over they all come back home again.

I have a story for you to-day about a very different kind of travel. Far away over the sea somewhere, a father says to a mother in one of the languages you and I do not know, but *God* knows it: "Little mother," says this father, "let us pack up and go to America."

Then such a babble of little voices! "Shall I need my old patched coat in America, mother?" one child asks, "And can I take all the kittens?" another says.

"Well, that's nice," I hear you say, "but are they coming all this way for a vacation just to see the sights?"

O dear no! They are coming over here to *live*. Over where *they* live the father can't buy enough food to feed all the

hungry stomachs, or enough clothes to cover all the shivering backs, or enough shoes for all the busy feet. So he comes to America because he can get more money here.

They load themselves down with huge bundles, then they crowd themselves into big boats, and the big boats come sailing and sailing over the blue ocean to America.

Of course you never knew about it before, but most of the things that we have to eat and to wear are made by these fathers after they come to America in big boats. Your shoes, your gloves, your father's collars and cuffs and shirts, your furniture, your canned vegetables—really almost *everything* in your house was made by these fathers from over the sea. They work out in the streets too, digging away to make streets and sidewalks for us.

It really seems as if most of the things we use would just *stop* if these fathers who came here in boats should suddenly decide to go home again.

(From Primary Missionary Stories, by Margaret Applegarth, Board of Publication and Bible School work, 25 East 22d Street, New York. Abridged.)

A Talk:

Do you know of any children who came here in boats? I do. (Tell something of the children you have in mind. They live back of the store where you buy fruit, or bring home your coat when it has been to the tailors, and so on.) It will be easy to find some interesting thing to say of any children mentioned by the members of the class. You may have the children of foreigners in your class. Say that you will invite the mothers of such children to come to the next lesson to tell about the home far away and the journey to America.

Activity:

The following play will make real the relation between the immigrant children and those whose parents were born in

America. Direct the play by telling the one who takes the part of the immigrant what to say and guiding the things said by the others. Such plays as this need not lack interest because they are not entirely spontaneous, and little children would not be able to play in this way, for the thought will be new to them.

A child appears carrying the flag of another country or with a shawl over her head and says as she reaches the circle:

"I have just come to America in a boat. My home is way across the sea. My father will work hard to make your shoes, and if you will be my friend, I will soon be a good American."

Possible responses:

"We are glad you have come. Come and sit with us."

"You are really our little sister, you know, and God is our heavenly Father."

"We want you to come to our class and help us work and play."

"You shall have some of our pictures and stories."

"Children always share with brothers and sisters, you know."

"We need you, and we are glad you are here."

"We will teach you to salute the flags, for they are *both* yours now."

Salutes to the Flags: (See Lesson XXI.)

1. *My Country's Flag.* (Songs for Little People, No. 69.)
2. *America.*

March: (Invite the little immigrant to carry the American flag, leading the children back to the circle.)

Quiet Music: (As the children rest.)

Verse Reviewed: *All Ye Are Brothers.*

Prayer:

We want to be the friends of all the children who came here in boats, dear Father. Help us to make them happy, for we know

that they are your little children and that we are their brothers and sisters. Amen.

Songs:

1. *God is Love.* (Songs for Little People, No. 73.)
2. *Songs chosen by the children.*
3. *A Good-by Song.*

LESSON LX

THE CHILDREN NEAR HOME

This lesson can be taught out of doors if the day is fine. Recall the songs that you especially wish to have thoroughly memorized; and if there is time, tell one of the stories listed as additional.

Greeting: Let the children go about shaking hands.

Songs:

1. Review any that you want to have remembered all summer.
2. "I Think When I Read." (Songs for Little People, No. 28.)

A Talk:

I am thinking about one of our friends. Can you guess whom? He lives far away in the north in the snowy country. He wears fur mittens, and a fur cap and fur shoes. Of course his coat is made of fur too. My, how fast his dogs run! Yes, I am thinking of Moka, the Eskimo boy.

Now I am thinking of *another* friend. He lives in the woods far away. He can ride his pony and jump on and off while the pony is running. His mother cooks his dinner over a camp fire, out of doors, and they sleep in a tent. Yes, I am thinking of the Indian boy, Moving Star.

Are you thinking of some friends of ours? Tell us something that will help us to guess. You are thinking of the children who came here in boats! There are other children to think about. Do any children live next door to you? In the same house with you? Do children live in the next street? Do you know their names?

Story: Retell "Jesus and the Children" (Lesson XLVI).

Activity:

Conduct the salutes to the flags in the following way: Ask how many children want to play that they are Eskimo children. Have them stand in a row. How many want to be Indians? Have them stand together. Who wants to be a child who came here in a boat? How many want to be children who live right here in ——? How many of these children may salute the American Flag because they are true Americans? Yes, all. (Salute the flag.) How many of these children may salute the flag of God's kingdom? Yes, all. (Salute Christian flag.)

March: (With flags carried by the children who played that they came here in boats.)

A Game:

We will make believe that you are still Eskimos, Indians and children from across the sea. We will play a game of greeting. I want an Indian to stand in the circle. Now beckon to an Eskimo, little Indian, and shake hands with him. Now take your seat, Indian, and beckon to some child, little Eskimo, (etc.).

Prayer:

We are glad that all children are *thy* children, heavenly Father, and that we all have so many interesting brothers and sisters.

The Lord's Prayer.

A Good-by Song.

Additional:

"The Lame Boy," in The First Book of Religion, by Mrs. C. A. Lane.

Pictures:

The Missionary Education Movement has published many picture sets for use in teaching home missions, among them, "Little Neighbor Picture Stories," in which set you will find six large pictures of interest in this connection.

Have the materials ready for making cornucopias (see Lesson V). Also oiled paper, and any other material that goes to make flower baskets as you wish to make them.

LESSON LXI

GIFTS FOR THE CHILDREN

REVIEW songs as suggested in Lesson LIX.

Story: *Alden's Flower Basket.*

Polly and John had a garden of their very own. Their father had given it to them. He put a wire fence around it and turned the earth over with his big spade until it was soft and ready for the seeds. Then John and Polly planted morning-glory seeds and nasturtium seeds and sweet pea seeds. Every morning they weeded their garden and watered it if the rain did not fall. After a while the seeds woke up and burst open under the soft earth where the children could not see. But the green shoots soon came up, and when John and Polly found them there one morning, so tiny and new, they were glad. Very often the sun was hot, and sometimes their arms ached with so much weeding to do, but they worked hard, and did not mind, for they wanted their flowers to bloom for Alden's birthday. Alden was going to be seven years old on his birthday. He was lame and walked ever so slowly with two crutches. Of course he could not work in a garden of his own. Polly and John had a secret plan. They were going to make a pretty basket and fill it with flowers from their garden for Alden on his birthday. Every morning John said, "Alden's birthday is nearer to-day."

And Polly said, "I hope our flowers will be out when it comes."

One day, when it was too rainy to work in the garden, they made the basket. It was very pretty and large enough to hold nearly all of the flowers in the garden. The days passed, the

buds opened, and the garden was a very sweet place. Then Alden's birthday came. Very early Polly and John went out to the garden. The sun had just come up and the morning-glories were beginning to open. All of the flowers were wet and fresh and lovely. The children picked as many as their hands would hold and then they ran and brought the basket. They sat on the doorstep and put the flowers in until the basket was full. Then Polly twisted a long morning-glory vine around the handle. When the basket was ready the children stood and looked at it. "We must take it to Alden's house, now, so that he can see it when he first wakes up," they said.

Polly and John carried the basket to Alden's house. Alden's mother opened the door, and when she saw the basket she said, "How beautiful!"

"The flowers grew in our garden, and we took care of them ourselves," said John.

"That makes it *more* beautiful," said Alden's mother.

"We made the basket all by ourselves for him," said Polly.

"And that makes it still *more* beautiful," said Alden's mother. And she took the basket upstairs to Alden's room and placed it where he saw it the first thing when he woke up.

Song: *Morning Song* (Lesson I, first verse).

Activity:

A skipping game. Or each child may skip with a partner, as they carry imaginary baskets to the homes of their friends.

Making May Baskets:

Cornucopias, such as were made in Lesson V, will make good baskets. They can be made larger to hold more flowers, and pictures of flowers may be pasted or drawn on one or on all three of the sides. Plan as you work to go out and fill the baskets at the next lesson. Another pretty way of taking

flowers to our friends is to spade up clumps of violets, quaker ladies or dandelion plants and place them on paper or wooden plates. They live and grow for some time and the children's work in preparation for this may be fringing or otherwise beautifying mats of oil paper to place between the plant and the plate.

Other ways of making May baskets are described in Things to Make, by Gertrude J. Hutton.

As you plan to fill the baskets, talk of the children to whom they will be given. If any members of the class are ill, encourage the children to think of giving this pleasure to them or to any of the little friends with whom they play. It would be fine to have a basket made for a child who came here from some other land in a boat.

Poems: Any of the translations of Froebel's "Mother Play" will furnish you with pretty verses about "The Flower Basket."

Prayer:

We love to make things with our own hands, dear heavenly Father. Help us to find flowers or some other pretty things to put in our baskets. We thank thee for the friends to whom we are going to give the baskets. Amen.

A Good-by Song.

For Lesson LXII, study the materials that you have at hand and supplement where you fall short.

LESSON LXII

LOVING AND GIVING

If this hour is to be spent out of doors, meet the children in the classroom. After the short program suggested here, give each child the basket or cornucopia that he made at the last lesson and go together to the woods or to some garden to fill them. Of course, if the distances are great, and you want to take the baskets to the children for whom they are designed, it would be better to have the children bring flowers to the class when they come and let the outing be taking them to the children's homes, after filling them.

If the baskets are not to be filled with flowers, call them *May* baskets or *Surprise* baskets. They may contain pictures rolled and tied with worsted or ribbon, tiny china dolls dressed in paper, or strings of paper dolls with joined hands, such as you made and played with when you were a child. If you fold and cut the dolls, the children will delight in coloring them and drawing the faces. They may like to name the dolls and write their names on them. Popcorn, peanuts, candies, paper flowers, or anything that your resources allow, will be appropriate. The May baskets can be taken to friends on the way home perhaps.

A Short Program:

Song: *Morning Hymn* (Lesson I).

A Talk:

Do you remember the story of Alden's flower basket? Polly and John worked hard to make it for them. How did they help to make the flowers bloom? We worked hard to make our

baskets, didn't we? To-day we will fill our baskets and take them to our friends.

Prayer (see Lesson LXI).

A Verse (see Lesson LXI).

Now we will fill our baskets.

Invite Scouts to help you with Lesson LXIII.

EVANGELICAL SCHOOL OF THEOLOGY

LESSON LXIII

CHILDREN OF AMERICA (REVIEW)

If you can interest two or three Boy Scouts to help you with this lesson, take the children to the woods and retell two of the stories in this group. The Scouts will give a great deal of pleasure if they will show the children some of the things that they have learned to do. The Campfire Girls may be willing to come again, and if they do, ask the children to tell stories for them and to sing and recite. You will find the out-of-doors so full of object lessons that the hour will be far too short. Help the children to see God in all of the beauty and wonder that surrounds them.

Ask the Scouts to tell the children about Indians, and in return teach them to play "The Little Indians" (see Lesson LVIII).

If you cannot get to the fields or woods, do a bit of spring cleaning. Let the children help you sort the material in your cupboards and arrange it for summer closing. Take out any unfinished work and give it to the children to finish, and discuss leaving it at some home. If the children in your class do not have many things given to them, and would like to take the handwork home, they may.

Play games for the rest period and draw on the board something from the stories, the others guessing which story you mean. Clap to march music (see Lesson XL) for the one who guesses correctly.

Remind the children that the next lesson will be the last, and tell what you are planning. It would be a good thing to invite the parents and serve refreshments. The program arranged for the next lesson can be used even though no guests are present.

LESSON LXIV

SUMMER PLANS

SINCE this lesson is the last, make your program one of favorites. Begin with the best-liked form of greeting and sing the songs that are most popular. Tell the favorite stories and play a number of ring games. Salute the flags and march, reserving ten minutes for making summer plans.

A Talk:

What are you going to do this summer when the days are warm? There will be no class, but you can tell the stories that we love to people who will love to hear them. Children, mothers and fathers, and grandmothers and grandfathers love stories. They will be glad to have you tell them all the stories that you know. Perhaps they will tell *you* stories. On hot days the babies need to be amused. You know how to make them happy. Hot weather makes the birds very thirsty, and they hop about with their bills open. Did you ever see them as thirsty as that? You can give them a drink. Fill a dish with cold water for them. Flowers are sometimes thirsty too. You can fill your watering can or a pitcher with water and take it to them when the sun goes down. It makes them fresh again after a hot dusty day. There are a great many things a child can do in summer for mothers, babies, birds, and flowers.

I will tell you something you can do for this class. When you come back, after the summer is over, bring all sorts of interesting things to us. We would like to see the shells that children find on the sand at the shore. So if you go to the beach, remember to bring shells home to us. If you go to the woods, gather cones and we will turn them to silver for the

Christmas tree. Some of you can surprise us by bringing things we have not thought about. When you come back bringing pebbles, shells, cones, and new stories to tell us, we will have a busy time.

Are you going to your grandfather's, George? You are going up to the farm, Mary, I know. I am glad we have a beautiful park to go to when we want to play. No matter where we are God sees us. We can talk to him wherever we are.

Song: *The Pigeon House* (Lesson XXIX).

As the music is played softly, remind the children that the pigeons flew back to the pigeon house with all sorts of things to tell. Ask them to fly back in the fall ready to tell about all they have seen. Beckon the children in turn, and after saying good-by to each, let them fly away.

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